

School Improvement Plan

SOUTHALL SCHOOL – AUTUMN 2023

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	Apprentice (New recruits)
2 FT 3 PT	19	3	52	8	4

Intervention and staffing

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

Demographics

As a school we are oversubscribed as our PAN is 160. The hub is at PAN at 8. In September 2023, our number on roll for Southall School is 193. The hub currently has 7 pupils.

Gender	Boys 69.43 % (134) Girls 30.57% (59)
Pupil Premium	59.06% (114) (40 girls)
Free School Meals	52.85% (102)
Looked After Children	3.17% (6)
Ethnicity	White British 78.76% (152) White English 2.07% (4) Indian 0.52% (1) Bangladeshi 1.55% (3) Pakistani 0.52% (1) Mirpuri Pakistani 3.63% (7) Other Pakistani 0.52% (1) Chinese 0.52% (1) Black European 1.04% (2) Black African 2.07% (4) White European 2.07% (4) White / Asian 1.04% (2) White / Black African 1.55% (3) White / Black Caribbean 2.07% (4) Any other Asian background 0.52% (1) Other mixed background 0.51% (1) Refused 0.52% (1)
Moderate Learning Difficulty	162 = 83.9%
Severe Learning Difficulty	16 = 8.29%
Autism (diagnosis)	60 =31.08%
Physical difficulty	12 = 6.2%

Social, emotional and mental health	13 = 6.7%
HI	4 = 2.07%
VI	5 = 2.59%
Speech, language and Communication	71 = 36.78%
Profound and multiple learning difficulties	3 = 1.55%

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 2022 to 2023

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 4th April 2022.
- Changes within the senior leadership team due to sick leave (Head Teacher due to return in Autumn term 2 2023 on a phased return).
- 2 members of staff imminently on maternity leave (1 AHT, 1 Teaching Assistant)
- Working with the local authority to reduce and then stabilise pupil numbers as projections suggest a surge in numbers in 2024 and 2025.
- Planning for pupils who have met age related expectations and extending GCSE offer.
- Planning for pupils who 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.

Last year's key priorities

Ofsted Key Areas	Whole school action	Proposed aims and milestones	Actual milestones and outcomes achieved
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, providing appropriate training to 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>	<p>DfE approve SSP programmes, researched with Little Wandle selected. All staff trained on the delivery of the programme. Now in use.</p> <p>Review of all curricular LTP documents to ensure logical progression and identification of key skills.</p> <p>Opportunities to progress through pathways due to carefully designed curricula. Curriculum offer published on website.</p> <p>Series of whole school CPD on working memory, learning schema and retrieval practice. Based on Principles of Instruction (Rosenshine). Staff voice gathered, peer observations conducted.</p>

<p>Behaviour and attitudes</p>	<p>Ensure that all stakeholders have opportunities to have a voice about the current school status and its vision for the future.</p>	<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> <p>Continue to understand why we have high persistent absence and talk to stakeholders about 'why' and what future actions need to be taken.</p>	<p>Questionnaire to parents/carers sent out in Spring term 2023, analysed and further consultations took place to help improve systems. Regular questionnaires to be embedded into school practice to help review and improve systems.</p> <p>Pupil voice questionnaire sent out in Spring term 2023 and Summer term 2023. 94.3% of pupils said they feel safe in school in the summer term. This is a 7.7% improvement from the results in Spring.</p> <p>Regular meetings with the EWO where persistent absence is challenged. Attendance concern meetings implemented for pupils who are persistently absent with no signs of improvement. Persistent absence on a downward trend for 2022-23: Autumn 2022 = 20.3% Spring 2023 = 19.67% Summer 2023 (with year 11s) = 22.38% Summer 2023 (excluding year 11s) = 17.29%</p>
--------------------------------	---	--	---

<p>Personal development</p>	<p>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.</p>	<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>	<p>Introduced and embedded with plans to refine based on staff feedback in 2023/24.</p> <p>Bluesky purchased. Training provided to staff. Bluesky used for performance management 2022-23. Bluesky to incorporate learning walk feedback to provide a holistic and meaningful professional development package.</p> <p>The buddy system for staff was introduced in Summer Term 1. All teachers were assigned a buddy to work with. All staff completed the questionnaires and reflection exercises. Some staff completed observations of each other.</p> <p>Prefects - all pupils in Year 11 were assigned a prefect role and their participation was tracked on a spreadsheet. Internship - staff completed two market visits with Year 11s, where enterprise crafts were sold.</p>
-----------------------------	---	---	---

<p>Leadership and management</p>	<p>Ensure that all staff understand the school vision and how this can be reached, with consultation and challenge being acceptable for all.</p>	<p>Consider how evaluations are reported to governors including the establishment of a safeguarding document.</p> <p>Any potential future changes i.e additional pupils communicated to all staff and their thoughts considered.</p> <p>Development of a business plan.</p> <p>Re-upgrade of the website so that all key areas are covered so that communication to all is clear.</p>	<p>Safeguarding report established and shared with the governing board once a term.</p> <p>Staff informed of difficulties with school capacity, projections of bulge years and discussions on sufficiency.</p> <p>In progress – Facilities manager and school business manager</p> <p>In progress</p>
----------------------------------	--	---	---

<p>Langley Hub</p>	<p>To develop the hub so that it is equipped in the delivery / support of GCSEs</p>	<p>Research with JCQ how our pupils in the hub can access and then complete their GCSEs.</p>	<p>Contact was made with JCQ to ascertain whether or not hub pupils can access GCSEs at Langley school due to them being registered at Southall. JCQ agreed that hub pupils can sit their GCSE exams at Langley school. Exam papers can be delivered directly to Langley to adhere to exam regulations.</p>
<p>Southall Ofsted areas</p>	<p>Further improve the quality of leadership by:</p> <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. 	<p>Develop a programme where all leaders can deliver improvements.</p> <p>Develop an assessment programme in which all leaders can scrutinise progress.</p> <p>Develop curriculum offer so that all pupils can meet their potential</p>	<p>Middle leaders meet regularly with DH about curriculum development, pupil progress. Professional development restructured to allow further support and monitoring. New assessment programme developed and being run. Analysis undertaken by DH.</p> <p>Curriculum (all areas) re-developed in line with the new Ofsted agenda. To be published on the website</p>

	<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. Extend our reading book offer 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
Safeguarding	<p>Further promote the Early Help provision, ensuring that it is known to all parents / carers - making sure it is as effective as possible in meeting pupil needs at the earliest opportunity.</p> <p>Extend pupil voice to inform self-evaluation of the impact of the safeguarding curriculum, using the information gathered to inform planning and priorities. this will ensure pupils have the curriculum meets their needs and equips them</p>	<ul style="list-style-type: none"> • Early Help statement to be publicised on the website. • Key staff met with Liz Taylor to ensure we're aware of all available agencies for support. • Safeguarding newsletter completed, ready to be distributed. • Promotion of existing safeguarding procedures through newsletter. • Coffee mornings to promote early help offer. • Fortnightly safeguarding panel meetings where this is discussed and minuted. • Pupil voice questionnaire for pupil contributions to behaviour / safeguarding curriculum. • PSHE Lead to meet with pupil safeguarding panel to inform curriculum developments.

	<p>with the knowledge and skills to keep themselves safe.</p> <p>Online safety - further promote online safety to all stakeholders (parents/carers, staff, pupils, external agencies and visitors) to ensure that the systems and curriculum meets the needs of all stakeholders and keeps everyone safe.</p>	<ul style="list-style-type: none"> • Promotion of existing safeguarding procedures through newsletter. • Review pupils' knowledge and use of platforms that enable them to communicate in school • Review PSHE and ICT curriculum to ensure curriculum is continuously informed by local and national contexts • Provide an annual workshop for parents/carers on online safety (as part of parents evening) • Review how to improve internet procedures and safety if people use their data allowance.
<p>Quality of Education</p>	<p>Embedding the teaching of Little Wandle Systematic Synthetic Phonics (SSP) within school for all pupils still developing their early reading skills.</p> <p>To further enhance delivery of the intended curriculum, through the use of evidence informed strategies for effective teaching and learning across the school.</p>	<ul style="list-style-type: none"> • all staff to be trained • all pupils assessed using a standardised reading test • pupils with a reading age under 9 yrs 6mnths to receive high quality taught SSP as part of their English curriculum • Decodable books to be used in line with taught phonics to support the development of early reading skills. • Ongoing impact assessment of areas of focus from 2022/23 (working memory and knowledge retrieval) • Identification of whole school and subject specific CPD needs • Subject leaders to critically analyse their offer using relevant subject specific publications,

		<p>research, data and support.</p> <ul style="list-style-type: none"> • Embed the relaunched Marking and Feedback policy into practice, refining feedback practice through evidence informed approaches.
Behaviours and Attitudes	<p>To further improve behaviour systems by participating in the DfE Behaviour Hub programme</p> <p>To further reduce the persistent absence rate by participating in the DfE Specialist School Attendance Hub</p> <p>Review, implement and migrate the reward system to the new MIS and embed and promote with all stakeholders.</p>	<ul style="list-style-type: none"> • Develop a CPD programme that enables staff to develop their expertise and sustain consistent behaviour systems. • Establish links with other schools to share best practice. • Implement a positive behaviour culture that is clearly and consistently communicated to all stakeholders based on the school values • To further reduce the persistent absence rate. • Migrate reward system from SchoolPod to Compass • Implement a whole school positive behaviour approach that is communicated to all stakeholders • Provide training to staff on how to use the reward system on Compass. • Embed new practice with visuals, assemblies, parliament.
Personal Development	Embed the use of Zones of Regulation across the school.	<ul style="list-style-type: none"> • Time attributed to the explicit teaching of Zones of Regulation in PSHE lessons. • Review quality of Zones of Regulation provision in PSHE and tutor time. • Develop resources, best practice exemplars and

	<p>To ensure the existing stakeholder voice initiatives are broadened to add value to development and review of future policy and initiatives.</p> <p>To develop staff skills in line with the changing needs of Southall pupils, to enhance their experience of the curriculum.</p>	<p>support for staff delivering Zones of Regulation.</p> <ul style="list-style-type: none"> • Pupil, parent, staff and wider professional considerations are sought, and add value to the Behaviour Policy. • Key staff gaining qualifications and experience to enable high quality delivery in new areas • Developing cross-curricular opportunities and opportunities for all pupils' needs
<p>Leadership and Management</p>	<p>To further improve the commissioning processes for alternative provision.</p> <p>To further develop the use of Implementation Models as a basis for change management, including being workload assessed.</p>	<ul style="list-style-type: none"> • To ensure that when AP provision is commissioned, the aims and objectives are clearly defined, time phased, measurable and impact assessed. • Implementation plans are shared explicitly with stakeholders, ensuring awareness of key priorities. • Implementation plans include assessment of impact on workload and capacity for successful change • Implementation plans consider wider school development and capacity for positive change.

Langley Hub	To further improve data systems at the hub	<ul style="list-style-type: none">• To ensure hub pupils are on the correct pathway and this is in line with their ability and progress.• To ensure data for pupils taught within the mainstream setting is shared with the hub teacher, Assistant Head Teacher of the hub and Deputy Head Teacher of Southall School.• To ensure data for pupils taught within the hub is inputted onto the Compass system by the hub teacher.• To assess pupil progress using this data.

Priority 1: The quality of education

Whole school action	Designated lead(s)
<p>Embedding the teaching of Little Wandle Systematic Synthetic Phonics (SSP) within school for all pupils still developing their early reading skills.</p> <p>To further enhance delivery of the intended curriculum, through the use of evidence informed strategies for effective teaching and learning across the school.</p>	<p>Adam Spellman, Laura Weaver Jones, Amanda Wisser, Catherine Gray</p>
Key priorities	
<ul style="list-style-type: none"> • all staff to be trained. • all pupils assessed using a standardised reading test. • pupils with a reading age under 9 years 6 months to receive high quality taught SSP as part of their English curriculum. • Decodable books to be used in line with taught phonics to support the development of early reading skills. • Ongoing impact assessment of areas of focus from 2022/23 (working memory and knowledge retrieval). • Embed the relaunched Marking and Feedback policy into practice, refining feedback practice through evidence informed approaches. • Identification of whole school and subject specific CPD needs. 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
All staff to be trained	Little Wandle CPD session on high quality delivery of the SSP scheme.		DHT, CG	All staff	Jul 23	Sep 23
	Little Wandle CPD session on Little Wandle assessment.		DHT, CG	All staff	Sep 23	Nov 23
All pupils assessed using a standardised reading test	Initial start of year assessment using Salford Phonics Test		CG, AW, MC		Sep23	Oct 23
	End of year assessment using Salford Phonics Test		DHT, CG, AW, MC		May 23	Jul 23

Priority development	Actions	Resources and cost	Personnel		Timescale	
Pupils with a reading age under 9 years 6 months to receive high quality taught SSP as part of their English curriculum.	Expectation shared with staff that SSP forms part of English lessons.		DHT, CG, AW, MC	All staff	Jul 23	Jul 23
	High quality, comprehensive and standardised training for all staff to enable consistent delivery of SSP.		DHT, CG, AW	All staff	Jul 23	Sep 23
	Ongoing support from reading lead including half termly support meetings with key staff, opportunities to observe best practice, team teaching, resource support.		DHT, CG, AW, MC	All staff	Sep 23	Jul 24
	Ongoing evaluation of quality of reading provision through monitoring, support and data analysis.		DHT, CG	All staff	Sep 23	Jul 24
Decodable books to be used in line with taught phonics to support the development of early reading skills	Planning provided to staff to provide a framework for the use of decodable books.		DHT, CG	All staff	Sep 23	Dec 23
	Baseline assessment of pupils to identify those who require SSP teaching.		DHT, CG	All staff	Sep 23	Dec 23
	Access to be sought for the Little Wandle Online library.		DHT, CG	All staff	Sep 23	Dec 23
Ongoing impact assessment of areas of focus from 2022/23 (working memory and knowledge retrieval).	Capture staff voice on impact of CPD, development of working memory and retrieval practice.		DHT, KS Leads	All staff	Sep 23	Sep 23
	Capture pupil voice on impact of working memory and retrieval		DHT, KS Leads		Sep 23	Dec 23

Priority development	Actions	Resources and cost	Personnel		Timescale	
	practice in lessons.					
	Monitoring through learning walks, book looks and curriculum meetings.		DHT, KS Leads	All staff	Oct 23	Jul 23
	Departmental standardisation of retrieval approaches.		DHT, KS Leads, curriculum leads	All staff	Jan 23	Jul 23
Identification of whole school and subject specific CPD needs.	Launch of updated professional development process (learning walks, book looks, RAG doc).		DHT	All staff	Oct 23	Oct 23
	Standardisation of observation and feedback through paired obs.		DHT, SLT, MLT	All staff	Oct 23	Oct 23
	Expert subject specific feedback and identification of required support from curriculum specialists.		DHT, SLT, MLT	All staff	Oct 23	Jul 24
	Whole school and subject level analysis of CPD needs		DHT, SLT, MLT	All staff	Oct 23	Dec 23
	Impact assessment of CPD.		DHT, SLT, MLT	All staff	Oct 23	Jul 23
Subject leaders to critically analyse their offer using relevant subject specific publications, research, data and support.	Subject leaders to access, synthesise and reflect upon evidence based good practice in their curriculum (e.g. OFSTED research reviews)		DHT, Curriculum Leads	Curriculum Leads	Jan 24	Apr 24
	Subject leaders to create an action plan based on the above.		DHT, Curriculum Leads	Curriculum Leads	Jan 24	Apr 24

Priority 2: Behaviours and Attitudes

Whole school action	Designated lead(s)
To further improve behaviour and attendance systems by participating in the DfE Attendance and Behaviour Hub programme Review, implement and migrate the reward system to the new MIS and embed and promote with all stakeholders.	Abi Martin, Adam Spellman, Emma Simkins
Key priorities	
<ul style="list-style-type: none"> • Establish links with other schools to share best practice. • To further reduce the persistent absence rate. • Develop a CPD programme that enables staff to develop their expertise and sustain consistent behaviour systems. • Implement a positive behaviour culture that is clearly and consistently communicated to all stakeholders based on the school values • Migrate the reward system to the new MIS and embed and promote with all stakeholders. 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Establish links with other schools to share best practice.	Senior leader to attend open days and networking events once a term		HT, AHT	All staff	Sep 23	Jul 24
	Review of behaviour priorities in school through data analysis, EP support and behaviour hub monitoring.		HT, AHT	All staff	Sep 23	Dec 23
Develop a CPD programme that enables staff to develop their expertise and sustain consistent behaviour systems.	Implement a CPD programme as part of the Thursday meeting time		HT, AHT	All staff	Sep 23	Jul 24

Priority development	Actions	Resources and cost	Personnel		Timescale	
	Regulation strategies to be rolled out – particularly for lessons immediately after unstructured times		HT, AHT	All staff	Sep 23	Jul 24
Implement a positive behaviour culture that is clearly and consistently communicated to all stakeholders based on the school values	Refocus on school values, through assembly, parliament, staff meeting, tutor time.		HT, AHT	All staff	Sep 23	Jul 24
	Relaunch of rewards system (staff and pupils), celebrating the success pupils have against school values.		HT, AHT	All staff	Sep 23	Jan 24
	Monitoring of use of systems through lesson drop-ins, staff/pupil voice, data.		HT, AHT	All staff	Sep 23	Jul 24
To further reduce the persistent absence rate.	Senior leader to attend DfE attendance hub networking events, once a term.		HT, AHT	All staff	Sep 23	Jul 24

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Migrate the reward system to the new MIS and embed and promote with all stakeholders.	Migrate reward system from SchoolPod to Compass		HT, AHT	All staff	Sep 23	Jan 24
	Provide training to staff on how to use the reward system on Compass					
	Embed new practice with visuals, assemblies, parliament					

Priority 3: Personal Development

Whole school action	Designated lead(s)
Embed the use of Zones of Regulation across the school. To ensure the existing stakeholder voice initiatives are broadened to add value to development and review of future policy and initiatives. To develop staff skills to deliver the intended curriculum	Abi Martin, Adam Spellman, Amanda Wiser, Laura Weaver-Jones, Charlotte Higgins
Key priorities	
<ul style="list-style-type: none"> • Time attributed to the explicit teaching of Zones of Regulation in PSHE lessons. • Review quality of Zones of Regulation provision in PSHE and tutor time. • Develop resources, best practice exemplars and support for staff delivering Zones of Regulation. • Pupil, parent, staff and wider professional considerations are sought, and add value to the Behaviour Policy. • To develop staff skills in line with the changing needs of Southall pupils, to enhance their experience of the curriculum. 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends

Priority development	Actions	Resources and cost	Personnel		Timescale	
Time attributed to the explicit teaching of Zones of Regulation in PSHE lessons.	Autumn term 1 of KS3 curriculum dedicated to teaching the zones		DHT, PSHE Lead	All staff	Sep 23	Jul 23
	Assessment criteria created to correspond to the zones for teaching staff to track progress against.		DHT, PSHE Lead	All staff	Sep 23	Jul 23
	Time allocated in every PSHE lesson to the Zones.		DHT, PSHE Lead	All staff	Sep 23	Jul 23
Review quality of Zones of Regulation provision in PSHE and tutor time.	Resource bank created, shared and usable for all teachers.		DHT, PSHE Lead	All staff	Sep 23	Jul 23
Develop resources, best practice exemplars and support for staff delivering Zones of Regulation.	Monitoring of MTP's and tutor room environments for zones of regulation.		DHT, PSHE Lead	All staff	Sep 23	Dec 23
	Learning walks, opportunities to share best practice, observe best practice.		DHT, PSHE Lead	All staff	Sep 23	Jul 23
Pupil, parent, staff and wider professional considerations are sought, and add value to the Behaviour Policy.	Create a pupil voice working party in the safeguarding panel and school parliament to help review and inform the behaviour policy		AHT		Sept 23	Dec 23
	Capture parent voice on the behaviour policy and simplified pupil version to help review and inform the policy, to ensure consensus and a consistent approach		AHT		Jan 23	May 23

Priority development	Actions	Resources and cost	Personnel		Timescale	
	Capture wider professional voice (physios, OT, speech and language) to review and inform the behaviour policy, to ensure consensus and a consistent approach		AHT		Jan 23	May 23
To develop staff skills in line with the changing needs of Southall pupils, to enhance their experience of the curriculum	Key staff gaining qualifications and experience to enable high quality delivery in new areas		Staff		Sep 23	Dec 23
	Developing cross-curricular opportunities and opportunities for all pupils' needs		Staff		Sep 23	Dec 23

Priority 4: Leadership and Management

Whole school action	Designated lead(s)
To further improve the commissioning processes for alternative provision To further develop the use of Implementation Models as a basis for change management, including being workload assessed.	Abi Martin, Adam Spellman, Karen James,
Key priorities	
<p>To ensure that when AP provision is commissioned, the aims and objectives are clearly defined, time phased, measurable and impact assessed</p> <p>Implementation plans are shared explicitly with stakeholders, ensuring awareness of key priorities. Implementation plans include assessment of impact on workload and capacity for successful change Implementation plans consider wider school development and capacity for positive change.</p>	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To ensure that when AP provision is commissioned, the aims and objectives are clearly defined, time phased, measurable and impact assessed	Robust alternative provision policy is updated, approved by governing board and in place.		HT, AHT	KG	Oct 23	Dec 23
	Standardised proformas in place for desired outcomes of provision, statutory checks and termly monitoring of quality of provision (including safeguarding)		HT, AHT	KG	Oct 23	Dec 23
Implementation plans are shared explicitly with stakeholders, ensuring awareness of key priorities.	Adoption of EEF implementation model as a template for capturing implementation initiatives.		SLT, MLT	All staff	Sep 23	Jul 24
	Sharing of key implementation plans with all staff / stakeholders through staff meetings / governing board meetings.		SLT, MLT	All staff	Sep 23	Jul 24
	Regular revisiting of implementation plans to maintain focus, evaluate and adapt.		SLT, MLT	All staff	Sep 23	Jul 24
Implementation plans include assessment of impact on workload and capacity for successful change Implementation plans consider wider school development and capacity for positive change.	Consultation with staff (including union representatives) on new initiatives.		SLT, MLT	All staff	Sep 23	Jul 24
	Completion of a workload impact assessment document prior to roll out of new initiatives.		SLT, MLT	All staff	Sep 23	Jul 24

Priority 5: The Hub

Whole school action	Designated lead(s)
---------------------	--------------------

To further improve data systems at the hub

Assistant Head Teacher

Key priorities

- To ensure hub pupils are on the correct pathway and this is in line with their ability and progress.
- To ensure data for pupils taught within the mainstream setting is shared with the hub teacher, Assistant Head Teacher of the hub and Deputy Head Teacher of Southall School.
- To ensure data for pupils taught within the hub is inputted onto the Compass system by the hub teacher.
- To assess pupil progress using this data.

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To ensure hub pupils are on the right pathway according to their ability and progress.	Year 10 pupils to sit their mock Entry Level exam papers in Maths and English to ascertain levels.	Entry level English and Maths papers for 3 Year 10 students	AHT for Hub		Sept 2023	July 2024
	Pupils then to sit their Entry level exams this year.	Entry level English and Maths papers for 3 Year 10 students	AHT for Hub		Sept 2023	July 2024

Priority 6: Safeguarding

Whole school action	Designated lead(s)
To further enhance the safeguarding provision within school	Assistant Head Teacher
Key priorities	
<ul style="list-style-type: none"> • Promote the early help provision within school. • Capture and respond to pupil voice. • Extend knowledge and promote online safety with all stake holders 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Further promote the Early Help provision, ensuring that it is known to all parents / carers - making sure it is as effective as possible in meeting pupil needs at the earliest opportunity.	Early Help statement to be publicised on the website.	Time	Emma and Rachel	Nick	Oct 23	
	Key staff met with Liz Taylor to ensure we're aware of all available agencies for support.	Time	Emma	Kerry and Steve M	Oct 23	
	Safeguarding newsletter completed, ready to be distributed.	Time	Emma	Nick	Dec 23	
	Promotion of existing safeguarding procedures through newsletter.	Time	Emma	Kerry, Adam	Dec 23	
	Coffee mornings to promote early help offer.	Time	Emma	Kerry	April 24	

Priority development	Actions	Resources and cost	Personnel		Timescale	
Extend pupil voice to inform self-evaluation of the impact of the safeguarding curriculum, using the information gathered to inform planning and priorities. this will ensure pupils have the curriculum meets their needs and equips them with the knowledge and skills to keep themselves safe.	Fortnightly safeguarding panel meetings where this is discussed and minuted.	Time	Emma	Kerry	Sept 23	
	Pupil voice questionnaire for pupil contributions to behaviour / safeguarding curriculum.	Time	Emma	Kerry, Adam	Sep 23	
	PSHE Lead to meet with pupil safeguarding panel to inform curriculum developments.	Time	Charlotte		April 24	
	Promotion of existing safeguarding procedures through newsletter.	Time	Emma		Dec 23	
Online safety - further promote online safety to all stakeholders (parents/carers, staff, pupils, external agencies and visitors) to ensure that the systems and curriculum meets the needs of all stakeholders and keeps everyone safe.	Review pupils' knowledge and use of platforms that enable them to communicate in school and at home.	Time	Emma	Kerry, Matt	Jan 24	
	Review PSHE and ICT curriculum to ensure curriculum is continuously informed by local and national contexts	Time	Adam	Charlotte and Matt	April 24	
	Provide an annual workshop for parents/carers on online safety (as part of parents evening)	Time	Emma / Kerry		Feb 24	
	Review how to improve internet procedures and safety if people use their data allowance.	Time	Emma		Jan 24	

Priority development	Actions	Resources and cost	Personnel		Timescale	
	Promote the importance of filtering and monitoring across the school.	Time	Emma	Rachel	Jan 24	