School Improvement Plan

SOUTHALL SCHOOL – AUTUMN 2024 – SEPTEMBER 2025

REVIEW FEBRUARY 2025

NEXT REVIEW ARPIL 2025

CURRENT ON ROLL

203 MAINSITE

8 HUB

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School Improvement Plan Review:

As part of the continuous cycle of school improvement and to ensure the highest quality review of school provision, the progress towards School Improvement targets is reviewed, in detail, at least termly.

The contents of the School Improvement Plan originally written in September 2024, have also been quality assured by our School Improvement Partner, Paul Whitcombe. The document has subsequently been refined.

Spring 2025 updates have been captured in blue text.

Summer 2025 updates to be captured in orange text.

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.

Numbers below are current as of September 2024:

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)
3 FT **3 PT**	**22**	7	47	12	6

Intervention and staffing

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

Please note 15 staff have been double counted due to different roles.

Any discrepancies in staff numbers data is due to the in-year movement of staff.

Demographics

As a school we are oversubscribed as our PAN is 160. Our NOR stands at 209, the hub is at 8 and main site is at 201. Data collected in September 2024. Any discrepancies in pupil numbers data is due to the in-year movement of pupils.

Gender	Boys 66.03% (138) Girls 33.97% (71)
Pupil premium	61.27% (125)
Free School Meals	55.88% (114)
Looked after Children	4.4% (9)

Ethnicity	White British 77.51% (162) White English 1.43% (3) Indian 0.47% (1) Bangladeshi 0.95% (2) Pakistani 0.47% (1) Mirpuri Pakistani 4.3% (2) Other Pakistani 0.95% (2) Chinese 0.47% (1) Black European 0.95% (2) Black Africa 2.87 (6) White European 1.43% (3) White/Asian 0.95% (2) White/Black African 1.91% (4) White/Black Caribbean 1.43% (3) Any other Asian background 1.43% (3) Other mixed background 1.43% (3) Other mixed background 0.00% (0) Refused 0.00 (0)
Moderate Learning Difficulty	177 = 84.9%
Severe Learning Difficulty	38 = 18.18%
Autism (diagnosis)	71 = 33.97%
Physical difficulty	16 = 7.65%
Social, emotional and mental health	24 = 11.48%
HI	9 = 4.3%
VI	9 = 4.3%
Speech, language and Communication	102 = 48.80%
Profound and multiple learning difficulties	18 = 8.61%

Ofsted – Actions Since Last Inspection

We were judged as 'good' by Ofsted in July 2019. The key areas identified, and actions made are as follows:

Action Required	Steps Taken	Impact	Next Steps (Where Applicable)
Further improve the quality of leadership by:			
Ensuring that middle leaders are consistently driving improvements in their areas of responsibility.	New curriculum structure adopted. Curriculum leaders produce planning templates that are appropriately sequenced with subject specific content to address the needs across the whole school. Regular and minuted line management meetings. Work with external quality assurance and self-assessment against Ofsted research reviews and subject reports. Key Stage Leaders responsible for the planning and delivery of robust transition programme for new Year 7	All subject specific content taught is overseen by the curriculum leader. Enabling ideas to be shared with accountability of moving the curriculum forward. Outcomes have improved since the redesign of the curriculum and more class-based pupils are progressing onto formal qualification pathways. Key stage leads enabled to influence staffing, interventions and curriculum offers. Behaviour incidents significantly reduced due to appropriate class placement.	Formalisation of new action plans based on current research and pupil cohort. To embed and refine the processes for transition.

	pupils, KS3 to KS4 internal transition and Year 11 leavers.	Parent voice demonstrates that the transition offer across the school supported their child moving from 2023-24 to 2024-25.	
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.	Curriculum leaders design the core-based groupings at KS4, with core lessons being streamed. Curriculum leaders at the forefront of gathering information about performance in their subject, through planning monitoring, learning walks, book reviews and data.	Lesson content is more easily adapted to meet the learning needs of pupils. Curriculum leaders have the information they need to be able to support on an individual and subject-level basis, to meet the needs of their department. Behaviour and behaviour for learning has improved, as has whole school attendance.	Formalisation of new actions plans based on current research and pupil cohort. Increased level of curriculum leader support for Foundation subjects, including development of external links. SIP to being working with Foundation Leads in February 2025
Evaluating, refining and embedding strategies for improvement so that they help leaders to continue to develop high-quality provision in the school.	All curriculum areas LTPs reviewed to ensure the most important skills and knowledge are identified well sequenced.	All curriculum areas have clearly defined end-points. All pupils have left Southall with qualifications in English and Maths for 4 successive years.	Formalisation of new actions plans based on current research and pupil cohort. Further develop evidence-informed strategies for effective feedback.

	Learning pathways established to enable all learners to reach their potential. Assessment criteria reviewed and updated, to ensure small steps in progress are captured on Compass assessment platform. Whole school areas of focus on teaching and learning strategies that permeate all departments.	All teachers have a clearly defined curriculum to follow. In-school variation in curriculum delivery has reduced. Middle leaders have clearly defined curriculum delivery expectations for their wider department, that are easily monitored. Small-steps progress captured regularly through marking grids and Compass. Staff are equipped to understand prior learning and inform next steps in learning. Monitoring demonstrates that quality of teaching and learning is high. Teachers use retrieval practice, knowledge checks, and strategies to mitigate cognitive load as part of daily practice. Pupil outcomes continue to improve, behaviour and behaviour for learning have improved.	

	Regular stakeholder voice used to inform next steps with whole school priorities.	Parent voice demonstrates that they feel they are heard. Parent views during EHCP reviews are positive.	Due to change of EHCP paperwork at Local Authority level, Southall School will audit staff competence in completing live annual reviews. Live annual reviews continue to be completed. School exploring the use of AI to support consistency of short term outcomes.
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.	Whole school areas of focus on teaching and learning strategies that permeate all departments. Learning pathways established to enable all learners to reach their potential. Most important skills and knowledge clearly defined across the curriculum.	Teachers use retrieval practice, knowledge checks, and strategies to mitigate cognitive load as part of daily practice. Pupil outcomes continue to improve, behaviour and behaviour for learning have improved. Wider departments are able to accurately identify key gaps in knowledge / misconceptions. Wider departments are able to accurately identify key	Further develop evidence-informed strategies for effective feedback.

	Assessment criteria reviewed and updated, to ensure small steps in progress are captured on Compass assessment platform.	gaps in knowledge / misconceptions, and are well-informed about the curriculum coverage that each pupil has experienced. Lessons are well planned and sequenced. In instances where this is not the case, this has been identified and support is in place.	
Staff help pupils to develop a love of reading for pleasure.	Extensive research into approved SSP reading schemes. Little Wandle identified as the most appropriate scheme for Southall pupils. All staff trained on the delivery of SSP phonics with fidelity to the Little Wandle programme. All classrooms have access to a range of materials that pupils can read for pleasure. Allocated time during the week to read for pleasure.	Little Wandle SSP programme is taught with fidelity across school. All pupils are receiving a high-quality provision, supported by data. All pupils, including those with historic barriers and previously negative towards reading, are now receiving and accepting the SSP offer.	Launch of 'The Collins Hub' (online decodable and reading scheme books) to give enhanced opportunity for pupils to be able to access a wide range of suitable texts at home. Launched in January 2025 Embedding use of reading scheme books (age 8-11 readers) purchased to support pupils who no longer require SSP and need to develop reading fluency to become free readers.

	Reading baseline assessments and standardised tests used to ensure the reading provision clearly defined for each pupil at Southall School. Robust programmes of monitoring and support for all staff who deliver SSP.		Reading books continue to be embedded Learning walks with a focus on ensuring our reading offer (wave system including reading for pleasure) is being consistently offered and facilitated for all pupils. Learning walks completed.

Pupil outcomes

Please refer to the pupil outcome document for 2023-24

Significant changes for 2024-25:

- Changes within the senior leadership team with HT reducing hours, DHT as Acting Head and two AHT's appointed.
- 9 members of staff returning from maternity leave (2 x middle leaders, 2 x teachers and 5 x TA's).
- An increase in numbers and site capacity has been established for 2024 and 2025, with NOR now 201 (plus 8 at Langley Hub).
- Planning for pupils who have met age related expectations and extending GCSE offer, now including higher level GCSE in Maths and Science.
- 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.

Last year's key priorities – Refer to 2023-24 reviewed SIP document.

Priorities for this academic year

Priority 1: The Quality of Education

Whole School Action	Designated Lead(s)
Each curriculum is delivered as intended through high quality planning, teaching and assessment – reflecting changing needs of the Southall cohort. Develop how evidence informed principles of effective feedback are applied.	**Ffion Carr and Paul Glover** **Paul Glover and Ffion Carr**

Key Priorities
Quality of Education – Key Areas • That all curriculum areas have clear progression through their subject. • Clear assessment points link clearly to planning. Assessment information used to identify capture progress and identify gaps / next steps for all pupils. • Staff knowledge of principles of effective feedback are understood and well utilised in lessons. • That interleaved learning is evident in lessons allowing pupils to revisit prior learning.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
That all curriculum areas have clear progression through their subject. • Subject leaders to have clear progression documents. • MTPs outline all information required to ensure effective progress is made.	• Subject leaders monitoring of planning documents. • Triangulate documents with work in lessons, books and data. • Subject leader action plans identify bespoke priorities. • Standardise best practice for whole school (key vocab, required prior learning, common misconceptions, cross curricular links) as part of MTP.	*Almost all subject areas have a clear curriculum progression. Senior leaders have an accurate overview of subjects still working towards refining their curriculum to reflect emerging needs (across attainment levels). Senior leaders are developing action plans with subject leaders for these areas.* *MTPs show progression in knowledge and skill. Next steps to standardise best practice.* *Middle leaders summarised impact of monitoring and consistent approach throughout middle leadership seen* *Triangulation of information gathering has informed action plans for next academic year* ***Next Step:*** ***Foundation subjects to work with middle leaders to enable them to use this model to monitor their own subject using a coaching model with the middle leaders.***	PG FC	All subject leaders	September 2024	April 2025	Cognition and learning

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Assessment points link clearly to planning, including in subjects where curriculum adjustments have been made. Assessment information used to capture progress and identify gaps / next steps for all pupils.	• Ensure all staff are aware of expectations for marking grids – staff training. • Subject leader monitoring the consistency of the above through book looks, drop-ins and lesson visits. • Subject leaders monitoring curriculum implementation through drop-ins, book looks and planning reviews. • Review of documents used to capture monitoring information – ensuring a focus on whole school and subject priorities.	*Almost all subject areas are capturing progress through marking grids, in line with whole school expectations. Support is in place for those not meeting expectations.* *Subject leaders are using their expertise to complete monitoring, with support of senior leaders.* *Monitoring is subject specific and progress against expectations is evident.* *Next steps: Tighten process for identifying the focus and capture of monitoring findings to ensure that priorities are being met, and pupils are making progress.* *Monitoring, book looks and drop ins has enabled subject leaders to capture a clear current view and middle leaders have used this information to write an evidence-based action plan*	PG FC	Subject leaders	Sept 2024	July 2025	Cognition and learning

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		AFL is evident in all subjects and next lesson adaptations are evident in all subjects ***Next Steps:*** ***Consistent approach to use of assessment grids within different subjects.*** ***More robust capturing of assessment data on a whole school level***					
Staff knowledge of principles of effective feedback are understood and well utilised in lessons.	• CPD programme on high quality instruction – particularly clearly knowing what all pupils understand. • CPD focus on evidence informed principles of high-quality feedback. • That principles of effective feedback that have been agreed in school are being implemented consistently by all staff.	*CPD programme has commenced on evidence-informed principles of high-quality feedback and on high-quality instruction.* *Effective live feedback is now evident in nearly all classes. Support in place to support areas where this is not in place.* *Establish whole school processes before monitoring the effectiveness of feedback including accessibility of feedback for pupils with the greatest complexity of need.* ***Next steps – agreement of whole school approaches.***	PG FC	Subject leaders All Staff	Ongoing 2024	Ongoing 2025	Cognition and learning

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	• Drop-ins focusing on feedback in action in lessons, ensuring there is positive impact on learning.	***Development of a whole school feedback policy***					
That interleaved learning is evident in lessons allowing pupils to revisit prior learning.	• Whole staff CPD on evidence informed approaches to: supporting working memory, retrieval practice and checking prior learning. • Meetings with subject leads to establish how this is planned for. • Monitoring through books, planning documents and drop-ins.	*Staff are regularly implementing effective approaches to support working memory, retrieval practice and checking prior learning.* *Strong practice is evident through monitoring of books, drop-ins, planning and subject leader meetings.* *Good practice continues and refinement of the above through continuous monitoring and review has been evident through monitoring* *OFSTED 2025 noted: some pupils are less well prepared for the next steps of their learning than they could be-* ***focus on a more consistent approach throughout school is needed***	PG FC	All staff	Ongoing 2024	Ongoing 2025	Cognition and learning

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	

Priority 2: Behaviours and Attitudes

Whole School Action	Designated Lead(s)
Further embed school values through links to whole school systems. Review how successfully positive behaviour is recorded, shared and celebrated and embed new practice. Review the representation of protected characteristics throughout the curriculum.	**Abi Martin and Paul Glover** **Paul Glover and Ffion Carr**

Key Priorities

- Explore the compass app so that positive behaviour can be reported to parents.
- Positive behaviour can be captured and reported on.
- Further promote and embed school values, linking them more closely to whole school systems.
- That protected characteristics are linked to learning in each subject where appropriate.
- Curriculum links proactively challenges stereotypes and accurately reflects the world around us.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Explore the compass app so that positive behaviour can be reported to parents. Positive behaviour can be captured and reported on.	• Compass functionality to be explored. • Parent app to be launched. • Raise profile of pupils demonstrating positive behaviour. • Include positive behaviour focus in reporting documents. • Parent voice. • Governor feedback on reporting.	*Compass app functionality explored, and app launched to parents.* *Pupils who demonstrate highest levels of positive behaviour and significant improvements, celebrated through assembly and celebration posters.* *New report written for governors detailing positive behaviour trends as well as difficulties – initial governor feedback suggests this is welcomed and an improvement.* *Parent voice has suggested that the Compass app is positively received. Specific questions to be formulated in future parent voice for wider view.*	A Martin P Glover		Oct 2024	Jan 2025	Social, emotional and mental health.
Further promote and embed school values, linking them more closely to whole school systems.	• Explore with parliament how pupils receive rewards and if there is more to develop. • Embedding of awarding 'branches'	*Values ambassador badges created alongside school parliament. Badges awarded to pupils during end of year assembly which were decided by school parliament.*	P Glover		Nov 24	Ongoing	Social, emotional and mental health.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	to pupils at the end of each lesson. • Re-launch of behaviour way, linked to school values. • Pupils consistently meeting values to become 'values ambassadors'. • 'Star of the week' to be linked to values. • Monitoring data to ensure consistency of implementing these systems across school.	*'Branches' data demonstrated more consistent use of reward system in lessons.* *Instructed the EP service to complete action research on further developments in which the pupils can 'celebrate' their achievements reflective cognitive development, age and need.* *EP service to commence action research abd collated data from staff.* *Next steps: EP service to survey pupils and collate data in Autumn term 25 school parliament to act as sample of pupils)* *Initial staff discussion on re-launch of behaviour way. this will be relaunched in Sept 25 with the view of developing and refining throuuh the academic year.*					
That protected characteristics are linked to learning in each subject where appropriate.	• Upskill staff on protected characteristics.	*Racism audit conducted and racist incidents significantly reduced.*	PG FC	Subject leaders	April 2025	July 2025	Social, emotional and mental health

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Curriculum links proactively challenge stereotypes and accurately reflect the world around us.	• Subject leaders to audit how well protected characteristics are represented in their planning. • Identify opportunities to include diverse demographics within existing planning.	*Tuesday morning briefing to be used to upskill staff – Spring term.* *OFSTED inspection 2025, captured a clear understanding of visual elements of protected characteristics* *Curriculum proactively challenges stereotypes, and evidence can be seen throughout the school of an accurate reflection of the world around us* ***Next steps:*** ***New PSHE guidance (July 2025) and lead teacher to help develop better links to protected characteristics that are less visual throughout the PSHE curriculum.*** ***More specific links in learning to be identified in the curriculum overview***					

Priority 3: Personal Development

Whole School Action	Designated Lead(s)
Ensure that the PFA offer is sustained in line with The Baker Clause, Gatsby Benchmarks and Provider Access Legislation, during a period of transition in leadership.	**Paul Glover**
To develop whole school approach to Learning Outside the Classroom (LOtC) in order to support the curriculum offer and pupils working memory.	**Dave Tracey**

Key Priorities

- Key staff members to undertake relevant training and qualifications as careers leads
- To generate an action plan to track compliance and monitor success against the criteria of the eight Gatsby Benchmarks
- To improve understanding, communication and engagement of parents in Post 16 Provision
- Plan and implement a successful work experience programme
- To plan, deliver and monitor a successful careers curriculum to all groups of learners
- To plan and organise while school events to promote work experience, career opportunities and post 16 options.

LOtC

- To embed LOtC into key policies and literature.
- To ensure all stakeholders understand the positive impact of learning outside the classroom.
- For LOtC to be incorporated in to planning across all curriculum areas where appropriate.
- To effectively monitor and review the impact of LOtC

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Audit and evaluate the careers / post-16 offer.	• Careers lead to be identified. • Lead to audit the whole school offer, identifying strength and appropriate next steps. • Leader to complete induction modules through 'The Careers & Enterprise Company.	*Initial audit undertaken through review of curriculum documentation, website contents, meetings with parents and post-16 providers. Website now updated (Autumn 24)* *Various induction modules completed* *Close liaison with Future Focus, outgoing careers team, Marches Careers Hub enterprise co-ordinator to strengthen the careers provision through the year.* *Next steps: Careers lead to undertake qualification during the 25/26 academic year. Rachel Holmes to advise on most suitable course/duration*	PG	SB	Sept 24	Dec 24 - ongoing	
To achieve 100% compliance in all 8 Gatsby benchmarks	Generate action plan/targets to ensure compliance during the academic year 24/25 Monitior compliance against the Gatesby Benchmarks	*Gatsby Benchmark compliance review carried out by Rachel Holmes (Marches Careers Hub) using Compass+ (Autumn, Spring and Summer)* *Initial action plan generated actioning 4 focus areas to be improved (Autumn 24)*	PG	SB	Autumn 24	Summer 25	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		Staff meeting held to address careers across the curriculum – Jan 25. *Career provision monitored and curriculum links strengthened in various subject areas (Summer 25)* ***100% acheived in all 8 areas of the Gateby Benchmarks (Summer 25 Review)*** *Next steps: Work with teaching staff to design living skills scheme linked to careers for comaplex classes in KS4*					
To improve understanding, communication and engagement of parents in Post 16 Provision	• Update careers programme and information for parents on school website. • Improve communication to parents via monthly careers/post 16 newsletter	*New Careers Programme completed and uploaded to the website. This includes improved information on the curriculum and timelines to support the Post-16 application process.* *Monthly newsletter started in October 24. Improved communication to parents - raising awareness of future Post -16 open events from various settings. Additional guidance given to Year 11*	PG PG	 SB	Oct 24 Oct 24	Nov 24 Monthly	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		parents on completing college preference forms. *Next steps: gather parent voice on effectiveness of improved communication (Autumn 25)*					
To plan and implement a successful work experience programme	• To liaise with various organisations such as EBL (Enterprise Business Links) • Collate a list of interests for year 11 pupils to create bespoke programme • Complete or source risk assessments and safety checks prior to the start of placements • Coordinate monitoring visits during placements to ensure adequate safeguarding is in place.	*Spreadsheet generated to record and track work experience placements.* *Work experience placement linked to pupil interest where possible. Inclusive offer established for those unable to access an individual offer.* *Risk assessments updated prior to placements. EBL to supported process and quality assured placements.* *Organisation of WEX week timetabled to include staff that will be supporting in transport, supervision and monitoring during WEX week.*	PG PG PG PG	SB SB SB SB	Nov 24 Nov Nov Feb	Nov 24 Feb Feb Mar	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		Successful WEX week and World of Work week completed – March 25					
To further promote work experience through whole school events focussing on career opportunities and post 16 options.	• Organise post 16 provision information evening • Organise and run careers fair (Summer 25)	*Post 16 provision information evening completed with SEND, IASS and PODS supporting. Attended by a number of parents (Sept 24). More parents and pupils attended larger event organised by FutureFocus (Oct 24).* *Termly WEX events planned for KS3. Autmn and Spring events were very successful.* *Summer term event for whole school took place alongside summer fair and was a great success. Muliple providers attended.* *Next steps: gather pupil voice on perception of WEX days*	AM, PG PG, SB PG, SB		Sept Sept July	Sept July July	
To embed LOtC into key policies and literature, including school website.	Capture existing practice within the school.	*Audit of existing practice for LOtC at Southall completed – gaps and best practice identified.*	DT	SLT, NH	January 2025	July 2025	Cognition and Learning

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Ensure all stakeholders understand the positive impact of learning outside the classroom.	Lauch LOtC school wide, sharing aims and objectives. To have LOtC key objectives written into relevant policies. LOtC page to be embedded into the school website. Content on the web page to detail the Southall offer and allow stakeholders to view, read and understand Southall's commitment to LOtC.	*DT to meet with key staff to determine how LOtC can be embedded into policy.* *DT to collate relevant information for publication on the website.*					
LOtC to be incorporated in to planning across all curriculum areas where appropriate	Subject Leaders to highlight in their curriculum where LOtC would be appropriate and beneficial within the planning. Joint discussions with subject leaders to identify cross-	*Audit of existing practice for LOtC at Southall completed – gaps and best practice identified*	DT	Subject Leads, SLT	January 2025	July 2025	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	curricular opportunities.						
To effectively monitor and review the impact of LOtC	LOtC to be included in parent and pupil voice – including school parliament. Develop system for staff to monitor and review the impact of trips, visits and LOtC experiences.	*To be actioned following launch.*	SLT DT	SLT, all Teachers	January 2025	July 2025	

Priority 4: Leadership and Management

Whole School Action	Designated Lead(s)

Develop meaningful links with other schools, to share good practice and critically analyse the Southall School offer.	**Abi Martin and Adam Spellman**
Due to the changes within leadership, review and facilitate leaders to ensure all approaches remain consistent whilst seeking improvement.	**Adam Spellman**
To prioritise the wellbeing of all staff through the Wellbeing Charter.	**Steve McCallum and Abi Martin**
Continue to evaluate and develop the Governance structure and key link roles.	**Abi Martin and Adam Spellman**

Key Priorities

- Seek relationships with a range of different providers to collaborate with in pursuit of raising standards.
- Develop a network of schools to share good practice and provide professional challenge across school priorities.
- Review SLT roles and responsibilities to ensure leadership capacity is sustained across all key areas.
- Embed an updated line management process for SLT to ensure sustainability and succession planning is effective.
- Leaders have the training required to be able to fulfil their roles.
- Responding to changes in the school, local and national contexts – enable governors to be informed and understand the change in landscape to deliver appropriate challenge.
- To promote staff development, health and wellbeing through the wellbeing charter.
- To capture staff voice to evaluate and review the effectiveness of the wellbeing charter.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Seek relationships with a range of different providers to collaborate with in pursuit of raising standards, in particular: • Sharing good practice	• Identify good or better schools, ideally locally to explore high quality collaboration.	*Schools have been identified through Amethyst Academy Trust.*	AM & AS	All SLT	October 2024	December 2024	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
• Provide professional challenge across priority areas.	• Identify schools that represent a range of demographics that cater to the diversity that exists at Southall School. • Agree a set of foci for initial collaboration.	*Two Amethyst special schools have been visited by both parties.* *Subject specific collaboration through T&W Central Cluster (including Primary, Secondary and Special schools) has commenced and is ongoing.* *School improvement partner identified and commenced work with Southall. Instructed additional QA from Local Authority. EP service commenced 4-part training on Neurodiversity. Curriculum leader support session sourced through SSTA.* *Headteacher secondment to the SEND and AP Change Programme raising the profile of Southall School amongst local secondary provision. Southall hosting secondary*					

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		SENDCO meeting (incl. Tour of school with pupils). *ELSAC to create links with Southall SALT team as part of professional development programme.* *Next steps: Develop positive working relationships with new leadership teams at LA maintained special schools in Telford.*					
Review SLT roles and responsibilities to ensure leadership capacity is sustained across all key areas. Leaders have the training required to be able to fulfil their roles.	• Standing agenda item on weekly SLT meetings to capture capacity issues for all leaders and across all key responsibilities. • Statutory training for key staff to be identified and completed. • Coaching and in-house support requirements to be identified. • Proactively seeking external professional	*Training completed on:* • DSL • Careers leader • Finance • Pupil consultation • Exams Officer The following audits / QA activities have been completed: - LA Safeguarding Audit - Finance supervision - Governor visits - 2 x SIP visit – curriculum focus	AS	All leaders	November 2024	July 2025	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	challenge to ensure quality of provision is maintained through transition.	- QA visit – curriculum focus *Next steps: Re-establish a targeted programme of support with the School Improvement Partner.* *Re-define roles and responsibilities ready for the start of the 2025/26 academic year, and finalise once recruitment at senior leadership level is complete.*					
Responding to changes in the school, local and national contexts – enable governors to be informed and understand the change in landscape to deliver appropriate challenge.	• Revisit governor skills audit, roles and responsibilities to ensure roles are filled by governors best placed to provide challenge. • Working with internal staff and external support, develop frameworks to standardise the level of challenge	*SIP met some governors once and will be meeting all governors in February.* *Governance roles are filled with appropriate levels of knowledge to ensure challenge, or CPD gaps identified. Areas of responsibility updated in line with skills.* *Governor's report updated.*	AM & AS	All SLT	November 2024	July 2025	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	that leaders receive through governance.	*Governors invited to audit (finance, safeguarding, attendance).* *Next steps: although Governor roles are currently filled, it is expected that there will be a vacancy in the coming weeks. Induction needs to be addressed accordingly.*					
To promote staff development, health and wellbeing through the wellbeing charter.	Training for all staff on the requirements of the wellbeing charter. Create a centralised file on staff competencies, experience and training with regards to wellbeing. Sign post staff to the most suitable in-house and external support. Build a website page focussing on wellbeing for all.	*Training for all staff completed on Wellbeing Charter.* *Staff are regularly signposted to internal and external support.* *Next steps: centralised audit of wellbeing related skills and training, develop web page.*	Steve M	Abi M	Sept 24 Nov 24 Jan25 Jan25	Oct 24 Dec24 Ongoing Ongoing	Social, emotional mental health

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
To capture stakeholder voice to evaluate and review the effectiveness of the wellbeing charter.	INSET on capturing staff current thoughts (baseline). Questionnaire distributed to all staff about wellbeing Setting a clear agenda and rational in respect to the wellbeing meetings with outcomes / impact analysed. Act upon staff voice and create a CPD programme for the academic year in response. Have assigned pupils to develop a working party to analyse and promote wellbeing of pupils.	*Staff voice collated – January 2025.* • *Annual CPD calendar produced in response.* • *Buddy system working party established and CPD for support staff evaluated.* • *Education Psychologist training booked for Feb / March 2025.* *Parent voice collated in September 2024 and 30th January 2025.* • *Detail added to curriculum and early help website pages in response.* *Leaders have had discussions with staff and parents who have raised concerns / issues.* *Next steps: wellbeing strategies to support staff in school identified pending roll-out.*	Steve M	Abi M	Oct 24 Oct 24 Oct24 Oct24 Nov 24	Ongoing Ongoing	Social, emotional mental health

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		Establish an annual cycle of stakeholder voice capture, to include pupils, staff, SLT, parents / carers and governors.					

Priority 5: The Hub

Whole School Action	Designated Lead(s)
Revisit and re-establish the core purpose of the hub, communicate this to all stakeholders.	**Helen Young, Adam Spellman and Abi Martin**
Key Priorities	

- To ensure that the needs of the pupils at the hub can be met taking into consideration Telford Langley Learning pathways and improvement plan.
- Work with the local authority to ensure they are clear on the hubs' designation.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
Re-look at the service level agreement refreshing on compliancy.	Cross reference working model against the SLA.	• *SLA is still relevant and accurate, except for the following staff changes:* • *Natalie Bevan no longer oversees this at the Local Authority.* • *The Headteacher of Langley School is now Emma Blount.*	Helen	Helen	Nov 2024	Jul 2025	
Look at the two cases where pupils have had to move from the hub to main school. Consider the barriers and successes.	Analyse data from previous school and provision at the hub. Consider behaviour and attainment from both main site and hub	• *Report has been written and details barriers in the following areas (not an exhaustive list:* • *Low reading levels* • *Inability to access GCSE curriculum* • *Limited Entry Level offer* • *Vulnerabilities associated with the environment* • *Both students have made holistic progress since their return to Southall.*	Helen	Helen	Dec 24	March 2025	

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
		• *Since joining Southall main site, successes have been noted in attainment, behaviour and parent / pupil voice – full details in hub report.*					
Communicate findings to the local authority.	Update hub report. Meeting with the director of SEND at the LA.	• *Contacted the Local Authority to request a meeting to review:* • *Entry requirements for Hub pupils* • *Communication from LA to prospective parents* • *Local Authority to visit Hub to familiarise with environment and challenges.* • *Transition pilot project within the LA and some local schools has commenced with the aim of detailing pupil needs in a uniform and standardised format.*	Helen	Helen	March 24	Jul 2025	

Priority 6: Safeguarding

Whole School Action	Designated Lead(s)
To establish a network of DSL contacts to allow professional discussion and sharing of information surrounding local context to better support pupils with knowledge of emerging issues.	**Ffion Carr**

Key Priorities
• That a purposeful link is made with DSLs from local secondary school to allow for sharing of good practise. • That local context trends are shared and that pathways of support are shared where success has been seen. • That safeguarding events are reduced due to the information sharing.

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
That pupils are supported using models of good practice from making purposeful links with local secondary school DSLs	• Approach DSL staff from local secondary schools to establish a link. • Attend safeguarding updates held by local safeguarding board. • Maintain close links with local support agencies.	• *Direct contact to local DSLs has been made* • *Attendance at safeguarding updates, DfE run prevent updates and CATE updates attended* • *Safeguarding audit January 2025.* • *OFSTED summary of safeguarding processes concluded that pupils are supported well* • *Continued links with local DSL's in cases where siblings are on role in school.*	FC	KG	September 2024	Ongoing	Social, emotional and mental health
That community based and risk-taking safeguarding events continue to reduce because of better information sharing between DSL leads.	• DSLs continue to share local context emerging issues that impact Southall pupils. • Monitoring through supervision. • Close links with outside agencies. • Analysis of behaviour logs and safeguarding	• *Direct contact to local DSL's has been made* • *Attendance at safeguarding updates, DfE run Prevent updates and CATE updates attended.* • *Close links with CSO's and attendance in school / assemblies.* • *Safeguarding audit January 2025* • *Attendance reviews every 6 weeks* • *Established lines of communication*	FC	KG	September 2024	Ongoing	Social, emotional and mental health

Priority development	Actions to meet priorities	Current status / Review of progress	Personnel		Timescale		EHCP Area of Need
			Responsible	Included	Starts	Ends	
	logs to look for correlation.	*between Lead DSL and external agencies (Family Connect, Social Care, Operation Encompass).* • *Continued high standard of support for emerging issues* • *Strong links with CATE team and social workers to risk assess emerging issues – case study of impact for KJ*					

Appendix

SCHOOL IMPROVEMENT PLAN 2024 TO 2025	
Quality of Education	**Behaviour and Attitude**
Each curriculum is delivered as intended through high quality planning, teaching and assessment – reflecting changing needs of the Southall cohort. ***Develop how evidence informed principles of effective feedback are applied.***	***Further embed school values through links to whole school systems.*** ***Review how successfully positive behaviour is recorded, shared and celebrated and embed new practice.*** ***Review the representation of protected characteristics throughout the curriculum.***
Personal Development	**Leadership and Management**
Ensure that the PFA offer is sustained in line with The Baker Clause, Gatsby Benchmarks and Provider Access Legislation, during a period of transition in leadership. ***To develop whole school approach to Learning Outside the Classroom (LOtC) in order to support the curriculum offer and pupils working memory.***	***Develop meaningful links with other schools, to share good practice and critically analyse the Southall School offer.*** ***Due to the changes within leadership, review and facilitate leaders to ensure all approaches remain consistent whilst seeking improvement.*** ***To prioritise the wellbeing of all staff through the Wellbeing Charter.*** ***Continue to evaluate and develop the Governance structure and key link roles.***
The Hub	**Safeguarding**
Revisit and re-establish the core purpose of the hub, communicate this to all stakeholders.	***To establish a network of DSL contacts to allow professional discussion and sharing of information surrounding local context to better support pupils with knowledge of emerging issues.***