

Cleaswell Hill School Implementation Plan

Priority Area	Intent	Implementation	Impact	Evidence	Monitoring	Time	Moderation
Quality of Education	A creative, ambitious curriculum gives all learners the knowledge, skills and understanding they need, enabling them to take the next steps in their journey through school and beyond with confidence.	Our provision meets the severe and complex needs of all pupils at Cleaswell Hill school by ensuring sequentially planned learning opportunities incorporating evidence based researched specialist approaches implemented by highly experienced staff.	<p>-Pupils progression pathways are mapped and data tracked, using SEND assessment systems, to maximise potential commensurate to ability. Pupils meet or exceed challenging targets, which are quality assured and bespoke to the complexity of pupils individual learning profiles.</p> <p>-The curriculum provision is fit for purpose, individualised for the most vulnerable pupils in school and under constant review, as a result of our highly responsive approach and subsequent swift action, pupils' progress and achievement is optimised, giving them the essential knowledge they need to succeed in life (cultural capital).</p> <p>-As a consequence of the streamlined, coordinated approach to outstandingly high quality provision there is measurable impact in terms of qualitative and quantitative data for all pupils.</p>	<p>Subject Progression Models</p> <p>Progress towards targets data</p> <p>Progress data- PLIM, Cherry Garden, MAPP, iASEND, Qualification tracker</p>	<p>Subject focussed Deep Dives</p> <p>Governor visits</p> <p>SIP visits HT's report to governors</p> <p>HT's report to governors</p>	<p>May 20</p> <p>March 20</p> <p>Sept 20</p>	<p>Maths-Claire Williams (Feb 20)</p> <p>Focus of Gov. visit Lisa Robson/PFH (Feb 20)</p> <p>iASEND with Hillcrest, Dales, Castle</p> <p>SIP</p>
Behaviour and Attitudes	Relationships among learners and staff reflect a positive and respectful culture. At Cleaswell Hill we know our pupils have significant barriers to accessing inclusive school and community	- Personal development, behaviour and attitudes are a crucial area for development as a result of pupils severe and complex SEND. Our specialist approaches and focus on pupil's	Pupils increasingly apply learned self-regulation strategies, which enable them to learn to their assessed potential across all subjects/SCERTS areas of development.	SCERTS Target data	Ongoing	Summer 20 1/4/20	<p>Govs Visit</p> <p>SIP working with Phase 3 lead</p> <p>SLT</p>

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	based learning. It is our aim to support pupils to be able to understand social rules to enable them to learn and access community opportunities to the best of their ability.	<p>learning needs and strategies to overcome barriers, with help and support and increasingly independently, focusses upon building and sustaining mutually respectful, trusting relationships.</p> <p>-Staff CPD at Cleaswell includes a wide range of opportunities to support well-being, workload and the utilisation of strengths, which supports their ability to work highly proactively in support of best outcomes for the workforce and pupils.</p>	<p>-Pupils are able to engage in learning opportunities for increasingly sustained periods of time and take measured risks in their learning due to the respectful, trusting relationships they have with specialist staff who are highly aware of pupils needs.</p> <p>-Staff know leaders listen and support them in any areas of need. They report high levels of job satisfaction in relation to their well-being and know they make a significance difference to the lives of the pupils in school.</p>	<p>PLIMs PSHE progress data (currently iASEND)</p> <p>Equalities Statement objectives</p> <p>Staff survey</p> <p>Staff Appraisal</p> <p>CPD calendar</p> <p>Staff Induction</p>	<p>Targets reviewed termly Termly</p> <p>SLT/Gov. Visits</p> <p>Deep dive/ Learning walks/ Observations</p> <p>Phase /SLT Meetings</p> <p>Impact on Quality of Teaching and Learning</p>	<p>Termly</p> <p>Annual survey Jan 2020</p> <p>Ongoing</p>	<p>SLT SIP Visits</p> <p>Interventions lead/DH</p>
Personal Development	-Broader learner development is enhanced within and beyond the academic/vocational curriculum due to schools focus on individual child all round development and high expectations for all pupils within the context of their profile of need	<p>-Develop outward facing involvement with partners to influence the outcome for learners.</p> <p>-Ensure all pupils have targets linked to assessment tracking systems to enable school to measure and plan further challenging</p>	<p>-Social inclusion activities raise aspirations within home and school leading to pupils experiencing opportunities, which enhance their understanding of life beyond school.</p> <p>-As a result of raised expectations and aspirations, home and school work proactively in partnership to</p>	<p>Increased engagement opportunities</p> <p>Equalities Objectives</p>	<p>HT's report to Governors</p> <p>Gov. Visit</p>	<p>Termly</p> <p>Summer term</p>	<p>SLT</p> <p>Govs meeting</p>

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	and barriers to accessing the curriculum.	<p>targets in support of inclusion.</p> <p>-Planned interventions include outcomes from activities related to pupil choice, academic pathways, key basic skills in social communication and de regulation of behaviour, all of which enable pupils to access to community opportunities within school and beyond.</p>	<p>support inclusive opportunities within and beyond the school's community.</p> <p>- Pupils enjoy planned activities, which meet their needs, extending learning and providing opportunities to generalise understanding in functional situations. This further improves motivation for learning whilst providing experiences, which support informed choices at significant phases within their life in school and for transition post school.</p>	Provision Mapping	Deep dive/Gov visits	Summer 20	Helen Moulton-Interventions Lead
Leadership and Management	Cleaswell Hill's ambitious leadership and management team, including Governors, are highly committed to quality assurance systems and processes, which drive standards and provide measurable evidence of impact on the lives of the severe and complex population of SEND children in school.	Self-evaluation procedures are carried out, in effect ,as a 'deep dive' to ensure all aspects of work carried out at Cleaswell are scrutinised and analysed leading to prioritisation of key actions. Key areas for development are allocated to relevant school departments, including phase leaders, for inclusion in implementation, phase/subject, plans. Systems are streamlined to ensure key, phase, actions include personnel responsibility. This leads to	<p>-Reliable and robust data, both quantifiable and qualitative, is used to inform changes leading to improved evidenced outcomes for all pupils. Data systems are considered within the context of teacher's workload and reliability as leaders recognise that streamlining recording and reporting systems will support a strong focus on identifying the key drivers for change.</p> <p>-All school leaders account for their teams' allocated responsibilities and appropriate appraisal targets, ensuring staff are committed to meeting priorities efficiently and</p>	<p>Whole School Targets</p> <p>PDP's</p> <p>Staff Survey</p> <p>Pupil Survey</p> <p>Obs/Learning Walks</p> <p>Appraisal Process</p>	<p>HT report to Govs.</p> <p>Gov Visits</p> <p>SIP visits</p> <p>ELT/SLT</p> <p>ELT/SLT</p> <p>Phase leads/ Subject leads SLT</p> <p>Phase meetings</p>	<p>Termly</p> <p>Termly</p>	<p>Gov Visits</p> <p>SIP visits</p>

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		<p>robust levels of accountability, monitoring and review. There are no areas of our self-evaluation systems, which have not resulted in monitoring and review including 'deep dives', subject monitoring and data tracking and analysis, however as we are a highly dynamic school provision, all; age, levels of ability and range of SEND, systems are streamlined to ensure all staff understand and implement standards improvement to the best of their ability within a highly professional approach.</p>	<p>effectively resulting in measurable outcomes, which lead to further prioritisation. The school is proud in its ability to swiftly and competently respond to the needs of all pupils enabling them to optimise potential commensurate to ability.</p> <p>-A culture of coaching and monitoring to drive standards further, build leadership capacity and support staff well-being supports the school's values and leads to highly reflective, specialist, professional staff working to the best of their ability in support of positive outcomes for all pupils.</p> <p>-all staff are 'on board' with the school's vision and values, which has informed the streamlining of systems and processes within a highly ambitious school approach where children are at the centre of all decisions to improve their quality of life further.</p>	<p>CPD Staff Appraisal</p> <p>Ethos/ SLT minutes/Phase meeting minutes</p> <p>Staff survey</p> <p>Staff appraisal</p> <p>Phase meetings</p>	<p>CPD calendar Appraisal process</p> <p>SLT</p> <p>Gov Visits</p> <p>SIP visits</p> <p>ELT</p> <p>ELT</p> <p>Feedback to SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Monthly</p>	<p>DH SLT</p> <p>SLT/Govs /SIP</p> <p>SLT / Govs</p> <p>SLT</p>

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Sustaining High Quality School Improvement Beyond 2020

Planning for sustained improvement has included the recruitment of six phase leaders who have enabled the school to build leadership capacity within a distributed leadership approach, which recognises and grows the strengths of individuals within a context of an ambitious drive to research and pioneer specialist approaches to meeting the needs of highly vulnerable children.

Possible areas for development include:

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| 2020/21 | Research opportunities enquiry based classroom practice.
Research and learn from International best practice.
Continued investment in staff development using gap analysis of pupils' changing needs matched to workforce development model.
Develop bespoke integrated 'in house' assessment system |
| 2021/22 | Further workforce remodelling to include key staff champions who lead and challenge perceptions re. SEND. Link with best practice models universities
Consider the fully integrated model of therapy and education, link with NHS re discussion on how to improve provision, Ed. Psych, mental health and cognitive neurological provision. |