

WHOLE SCHOOL IMPLEMENTATION PLAN: QUALITY OF EDUCATION 2024-2025

(includes intentions from the Y3 Horizon within the context of school’s 5-Year Strategy)



Problem - Context (why?)	Intervention Description (What?)	Implementation Activities (How?)	Final Outcomes - Impact
<p><i>What is the problem? What are the challenges? Does anything need to change?</i></p> <p>Teaching is technically difficult.</p> <p>Professional Capital; Human-The talent of individuals Social-The collaborative power of the group Decisional-The wisdom and expertise to make sound judgements about learners’ that are cultivated over many years</p> <p>School has the challenge of continued investment in a culture of professional capital recognising that education spending is an investment in developing staff needs, contributions and career stages</p> <p>School continually developing and maintaining strong practice, continuous improvement and the highest professional standards of teacher effectiveness over time</p> <p>School sustaining professional growth within the staff team given the complexity of need of the increasing, all-age pupil cohort</p> <p>Teachers spending a lot of time in the classroom impacts on the time available to them to reflect, discuss and develop judgement</p>	<p><i>What are the essential ‘active ingredients’ of?</i> <i>What activities and behaviours will you see when it is working?</i></p> <p>A professional development programme which supports staff continued learning and development</p> <p>Principles of exceptional SEND pedagogy document- 7 areas of learning</p> <p>Every child taught by an excellent practitioner who understands how children learn best and can confidently use strategies for learning in their daily pedagogy</p> <p>Teachers’/class leads have a deep understanding of the narrative of curriculum content, and of what students would know, understand and be able to do along the learning journey, which, in turn, is aligned with assessment practice</p> <p>Enabling learning environment which supports specialist approaches for pupils with complex SEND</p> <p>Teachers/class leads embed therapeutic strategies to support physical development, independence, communication and emotional regulation</p>	<p><i>How will it be done?</i> <i>What blend of activities are required?</i></p> <p>Professional development programme based on principles of exceptional SEND pedagogy and developing systems leadership</p> <p>Class-based action research (metacognition)</p> <p>Solution-focused approach and development of areas of expertise</p> <p>Partnership working</p> <p>Outward facing</p> <p>Innovative approaches, includes pioneering research and development</p> <p>Workload reduction</p>	<p><i>How will pupils, teachers and the school benefit?</i></p> <p>From 5-Year Strategic Plan</p> <p>Goal A- Cleaswell Hill is outstanding, pioneering provision as it has developed ground breaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff</p> <p>Goal B- The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision</p> <p>Goal C- Cleaswell Hill’s approach to researching best practice outcomes and promoting an enquiry-based culture, in order to grow and develop leaders, results in the school being an inspirational centre of excellence</p>