

## School Improvement Plan Summary November 2019 - November 2020: REVISED OCTOBER 2020

We want...		Our Key Actions	MLG	SLG	Gov 2Go	Progress %		
						Mar 20	Jun 20	Nov 20
QUALITY OF EDUCATION	1.1 to develop staff skills, knowledge and confidence in a range of communication and language acquisition strategies and that these are at the core of all curriculum delivery <b>Communication</b>	1.1.1 Appoint TLR with communication focus 1.1.2 Link closely with SaLT team and train communication champions for each class 1.1.3 Establish Communication resource centre/SaLT room 1.1.4 Continue to ensure developing reading is a key focus area across all teaching and learning: work to develop staff skills specifically in developing reading fluency: continue to ensure that reading attainment is accurately captured, recorded and shared 1.1.5 CPD programme for symbols, Makaton, Talk Boost, PECs, Attention Autism and vocabulary development 1.1.6 Implement a range of specialist reading and communication interventions and resources across all Key Stages: TACPAC ; Attention Autism; Talk Boost; Block Therapy; SaLT work ;PECs/symbols/Makaton etc. Lexia; Accelerated Reader; School Library	PB MB	JC	PH GM	R:0 A:50 G:50	R:0 A:67 G:33	R:0 A:0 G:0
	1.2 a school that inspires and nurtures creativity <b>Creativity</b>	1.2.1 Create an accessible and inclusive reading ethos throughout school, to include a new library and to develop a blended reading programme and a culture of reading for pleasure using high quality texts 1.2.2 Inspire confidence & independence via a range of initiatives: Arts Award / Arts Mark ; Arts Appreciation/Educational Trips; Entrepreneurial Endeavours; Be Inspired to...; PFA with in the Arts; CRU; Cedars TV Channel & Film Festival and IMPACT week 1.2.3 Development of therapeutic approaches to include Arts for Art sake, Art Therapy & Mindfulness activities within the creative curriculum 1.2.4 Further develop inside and outside Learning spaces to support physical and sensory development Personal and Social Development: continue to develop areas; Seating Area: Fairy Garden: Sensory Garden: Fire Pit: Bug Hotel: Nursery 1.2.5 Work toward an accreditation through gardening clubs, after-school/ during school: Green Flag/ Quality Mark/ LOT Classroom: Create an Eco-Committee	PB MB	JC	PH GM	R:0 A:75 G:25	R:0 A:80 G:20	R:0 A:0 G:0
	1.3 young people who are confident in and inquisitive of the world around them <b>Understanding the World</b>	1.3.1 Develop curricula that are meaningful and relevant to our student population 1.3.2 Promote whole-staff confidence and competence in delivering and supporting our developing curricula: Identifying staff CPD needs/opportunities: Access to internal and external subject 'experts': Staff 'buddy' systems: Resource development for staff i.e. staff library, online resource access, strand workboxes: Linking with relevant organisations, i.e. CLEAPSS, ASE, White Rose: Exploring cross-SIT working and other SIT team links, i.e. Student Voice 1.3.3 Develop a Mathematical Approach to Teaching & Learning 1.3.4 Advocate the work within the different curriculum areas to our wider school community: Development of Cedars STEM Group: Development of themed weeks/projects, i.e. STEM Week: Links with local employers: Visits/talks with linked job roles : Parent/student workshops/showcases: Quality mark accreditation, i.e. Primary Science	SMi EM AC LS	DH	GN GM	R: 0 A:100 G:0	R: 0 A:50 G:50	R: 0 A:0 G:0

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<p>1.4 students and staff who feel safe and are comfortable within themselves and with each other</p> <p><b>Social Development</b></p>	<p>1.4.1 Revise PSHE curriculum in line with new 2020 statutory guidance</p> <p>1.4.2 Develop and improve the current SMSC Gridmaker and implement throughout school</p> <p>1.4.3 Pilot &amp; implement 'The Peers Curriculum' Social skills Intervention</p> <p>1.4.4 Promote and develop policy and practice for healthy relationships and healthy sexual development</p>	AP	EN	MH PF	R:0 A:75 G:25	R:0 A:25 G:75	R:0 A:0 G:0
<p>1.5 physically active people, making healthy choices who are confident in a range of environments</p> <p><b>Physical Development &amp; Wellness</b></p>	<p>1.5.1 Adopt whole-school thinking around Emotional Health and Wellbeing (EHWB)</p> <p>1.5.2 Pilot Social Wellbeing, Emotional Resilience and Learning (SWERL) within our setting</p> <p>1.5.3 Plot &amp; implement 'The Zones of Regulation' across the school</p> <p>1.5.4 Revisit the WAS audit and develop a clear; Mental Health and Wellbeing Policy, Guidelines and Pathway for all pupils and staff</p> <p>1.5.5 Develop and improve After School Club provision: Opportunities for staff involvement in clubs; Provide varied activities; Involve students and parents in discussions and decisions</p> <p>1.5.6 Develop a range of Targeted Physical Activity Interventions in school: Identify which students would benefit and create timetable; Liaise with Class Teachers, OT's, Physio's; Create a physical workout/sensory regulation ideas sheet that can be classroom based</p> <p>1.5.7 Involve students in making Healthy Choices: Liaise with student councils; Liaise with Kitchen staff around food choices/menu</p>	KV ED	MF	JC	R:0 A:100 G:0	R:0 A:57 G:43	R:0 A:0 G:0
<p>1.6 young people who are well prepared for adulthood</p> <p><b>Work Skills &amp; Independence</b></p>	<p>1.6.1 To achieve a quality mark for CEIAG: To develop whole school knowledge of CEIAG: to ensure Careers strategy meets statutory requirements: to develop Careers resources: Map Careers to MTP (across Key stages 1-5): Link careers to MTP Cross-curricular: Develop careers section of website: Gatsby knowledge of Benchmarks: Develop whole school approach to CEIAG: Develop vocational placements; work skills curriculum; careers assemblies/workshops for KS4/5: Embed clear Careers and Enterprise; Policy, Guidance, Practice and toolkit: Obtain feedback from students and parents regarding careers encounters/ IAG and transition support to ensure IAG is fit for purpose.</p> <p>1.6.2 To develop descriptors based on PFA goals: To improve the educational review process to include PFA goals (OPP to reflect PFA): Work with destinations to ensure curriculum offer at Cedars has focus and progression: Link PFA assessment to B-squared; Develop PFA folders for KS4</p> <p>Embed Quality Assurance framework for EHCP process across Key Stages 1-5; carry out termly internal audit of the EHCP paperwork to ensure consistency across school.</p> <p>Incorporate PFA targets into KS1/2 educational reports and EHCP paperwork</p> <p>1.6.3 Improve community voice: Continue to develop links with partners, e.g. oral health: Re-introduce courses (accredited and non-accredited) to the community: Achieve RRSA Gold Award; Develop a cross-moderation of Autism provision; Maintain awareness of our own wider community, including Be inspired to... and Kestrels</p> <p>1.6.4 Improve exit routes to include access to social care funding as an exit route for some learners choosing not to access College, or as a universal service for young people to access buy into according to their needs</p>	NP HC	JV	GN GM	R:0 A:100 G:0	R:0 A:75 G:25	R:0 A:0 G:0

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ACCESS TO LEARNING	2.1 to offer of a wider range of therapeutic intervention programmes as part of a wide, holistic curriculum	2.1.1 Teaching Teams to work with AtL to identify individuals for therapeutic intervention 2.1.2 AtL to identify staff (or external agency) for intervention delivery and training 2.1.3 Provide accommodation/resources for interventions to be delivered	EN KV	MH PF	R:0 A:100 G:0	R:0 A:33 G:67	R:0 A:0 G:0
	2.2 to strengthen parent engagement, our understanding of, and response to, family needs	2.2.1 Offer a range of useful family focused partnership courses: Parent Council to put on their agenda 2.2.2 Plan for a series of specialist focus opportunities where pupils, staff and families can engage in shared learning opportunities and support structures 2.2.3 Revise Parental Engagement, Policy, Guidelines, Practice and toolkit to better support the changing school population			R:0 A:100 G:0	R:0 A:67 G:33	R:0 A:0 G:0
LEADERSHIP & MANAGEMENT	3.1 to further develop our leadership roles, subject knowledge and pedagogical practice	3.1.1 Distribute subject leader and TLR responsibilities so that each curriculum area is closely reviewed and developed: TLR leads subject audit and monitor T&L to inform CPD /research plan for each area 3.1.2 Review whole school approaches to teaching and learning across each centre and ensure they are matched to learning need 3.1.3 Further refine Assessment and Moderation and incorporate electronic processes to support robust monitoring of outcomes for pupils Performance and Impact against Priorities 3.1.4 Performance Managements systems and coaching conversations to inform CPD /research needs 3.1.5 Work towards the NFER Research Mark 3.1.6 Regular CPD activities about learning memory and pedagogical strategies 3.1.7 Pilot the use of Lesson Study as a whole school action research methodology to promote an increasing sophistication to teachers' enquiry questions 3.1.8 Teachers and LSAs to work collaboratively to compile a clear contract outlining how teachers and TAs will work alongside each other in the classroom embracing MITA/MPTA principles	JV MF	GN GM	R:0 A:75 G:25	R:0 A:50 G:50	R:0 A:0 G:0
	3.2 to build sustainability and succession planning through personalised pathways, coaching, mentoring and joint professional development	3.2.1 Extend the use of solution circles and formulation meetings to all staff and use these to develop case studies and best practice models 3.2.2 Lead staff involved in: curriculum audits/feedback from key staff; mapping between years/key stages; robust programme of linked trips/excursions; resource audit/development; partnerships with other schools of similar cohorts; vocabulary development strategies 3.2.3 Establish expert staff to act as curriculum leads and act as agents of change working with staff; to be able to articulate the learning culture as well as articulate how to adapt teaching and learning strategies to support pupils with increased complexity			R:0 A:100 G:0	R:0 A:80 G:20	R:0 A:0 G:0

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		3.2.4 For all staff, establish a clear cycle of 1:1 meeting times that embed a coaching and mentoring culture that supports growth, development and well being 3.2.5 Embed a supervision model for all staff					
	3.3 to refine our financial processes, business structure and model and develop our accommodation	3.3.1 Development/re-launch of CCT based on a clear, shared vision for what is to be achieved and attract sponsorship from external business/partners to support us to achieve the vision 3.3.2 Development of the marketing strategy that clearly supports the strategic vision of the CCT 3.3.3 To continue to develop our accommodation on both sites: to provide quality additional accommodation to accommodate our growing population and increased scope of provision: to include (community) Physical Development & Wellness Centre and additional and improved counselling, breakout, therapy and intervention spaces 3.3.4 To embed the use of a new financial system and to develop a financial reporting system that is more responsive to school/ budgetary needs.			R:0 A:0 G:0	R:0 A:100 G:0	R:0 A:0 G:0