

Mowbray School Strategic Improvement Plan 2020 to Sept 2022 – Progress review Sept 2021

SUREachieving ***Success through Understanding Respect and Endeavour.***

The school will provide education appropriate to each individual pupil and recognises the need to address the whole child, their social, physical, cognitive and emotional needs are interwoven together and equally affect every attribute of their character and personality.

Key: Not Started In Progress Inadequate Requires Improvement Good Outstanding

The areas for development are derived from the School SEF. We use 'Inspection Coach' as the tool to evaluate the quality of our provision, against the OFSTED framework and this generates priority targets which are detailed below. In addition to this are also priorities which are generated through our enhanced knowledge of the development needs of the school.

Quality of Education- overall effectiveness judgement of the school: Good with majority of judgements being outstanding

Leadership and management

Leadership & Management

Safeguarding (S)Parents & Community (PC)Governance 1 (G1)Governance 2 (G2)Improving Staff Knowledge (IS)All Complete Study (AC)Ambitious Vision (AV)Workload & Well Being (WW)



Overarching targets

Improve self-evaluation systems in school which enable leaders at all levels to evidence;

- **How the school supports staff to reduce staff work load.**
- **Impact of measures taken to improve staff wellbeing**
- **Secure all staffs' knowledge and understanding of pupil progress and achievements**
- **the effectiveness of the school curriculum in meeting pupil needs**
- **Monitor implementation and impact of new leadership roles.**
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Improving our practice and professional development by contributing to national and local initiatives.

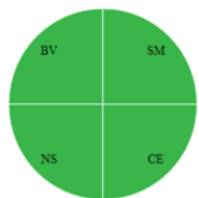
We use the RAG rating system for progress	Lead staff	Time line	Progress
<p>Leaders engage with their staff and are aware and take account of the main pressures on them.</p> <ul style="list-style-type: none"> - Develop a policy on teacher workload to take account of the main pressures on them. - as yet not completed - Comparative analysis of staff attendance by roles, which leads to improved attendance. - work in progress and so difficult to measure with impact of covid 	KP; KO;AS JCT	June 2021 March 2021	
<p>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge.</p> <ul style="list-style-type: none"> - Middle leaders develop pupils long term memory for the subjects they lead -audit of LASS outcomes required - Middle leaders to develop program of work scrutiny and moderation throughout the year - Middle leaders to demonstrate progress of all categories of learners and catch up programs where required. 	KP; KO;AS	June 2021	
<p>Devise and assess systems and structure of new leadership structure;</p> <ul style="list-style-type: none"> - Effectiveness of new staff roles and responsibilities. - Effectiveness of changed administration roles -roles have been changed, but admin staff are leaving imminently - Plan a program of collaborative work between our two school sites to share expertise and knowledge. 	JCT & KP KP	June/21 June/21 June/21	
<p>Involvement in national and local initiatives to develop and share good practice, through;</p> <ul style="list-style-type: none"> - Red Kite teaching school alliance. - Challenge Partners North East HUB - APPG Speech and Language Difficulties-Parliament committee. - Emotion Coaching North East Network Group and Emotion Coaching recognized Organisation UK - NAS Autism Accreditation Network meetings - Makaton Reginal Tutor network meeting and National initiatives - NYCC Healthy schools and Workforce Well-Being - the NYCC PSHE network team - Working with the DfE RSHE (relationships, sex and health education) National Strategic Planning team 	KP JCT KP KP KP KP KP TM TM TM	June 22 June 22	This indicates ongoing initiatives which we are involved in.
<p>From Challenge partners review March 2020</p> <p>2.2 Leadership at all levels - Even better if...</p> <p>... the school self-evaluation and strategic plans were clearer and simpler, to help plan for and demonstrate progress towards objectives.</p>	JCT	June 2021	

... leaders ensured that the evidence of pupils' learning is consistently and accurately utilised and built upon, across the school.- [pathway leads are looking at this](#)

Personal development

Personal Development

SMSCD (SM)Character Education
(CE)Next Steps (NS)British Values (BV)



Overarching targets

- To enhance and maintain pupil well being

	Lead staff	Time line	Progress
Following programs of work to achieve the standards for; <ul style="list-style-type: none"> - NCB Wellbeing Award for Schools (tri-yearly evaluation) - NYCC Healthy Schools Award (Bronze working towards Gold) Gold awarded March 2021 - NYCC Workplace Wellbeing Award- very nearly complete 	KP; TM;	June 2021 April 22	

Impact

The effectiveness of our work in preparing our pupils for their next stage of education

Impact

Broad Curriculum & Good Results
(GR)Next Stage (NS)



Overarching targets

- Further develop our analysis of pupil learning.

	Lead staff	Time line	Progress
<p>The school puts a great deal of emphasis on pupils acquiring key knowledge for each subject.</p> <ul style="list-style-type: none">- Further develop systems which evaluate and evidence the impact of our curriculum on pupil learning- Develop with subject leaders a program for monitoring their subject area -this is included in assessment calendar and department meeting schedule for autumn term 2021- EHCP targets - establish a system for whole school monitoring of progress being made by pupils against targets.	KP; KO;AS	Dec 2021	

From Challenge partners review.....Even better if...

... pupils' progress towards their EHCP targets was consistently evidenced across the school.- learning walk scheduled in autumn term 2021 will capture this.

Implementation

This is how we are going to deliver our curriculum to pupils.

Implementation

Expert subject Knowledge (EK)
 Misconceptions (MC)
 Long term memory (LM)
 Reading (RE)
 Environment (EV)
 Assessment (A)



Overarching targets

- Devise systems to monitor and improve the effectiveness of curriculum links between subjects.
- Establish remote learning systems across school

	Lead staff	Time line	Progress
<ul style="list-style-type: none"> - develop planning to show that there is a strong focus on linking learning to other subject areas and with other staff. -additional time required to check the effectiveness of this — Establish remote learning to ensure there is a continuity of learning which is linked to the curriculum and EHCP targets, so that when pupils are not attending school, they continue to access learning. - Establish systems across school to identify how 'catch up funding' is used to help pupils recover lost learning due to COVID19. 	KP; KO;AS	April 2022 Dec 20 Dec 20	

Intent

This is what we intend for pupils to learn

Intent

Social Context (SC)
 Sequencing & Planning (SP)
 Aspiration (AS)
 Broad & Balanced (BB)



Overarching targets

- To maximise opportunities to raise pupils' aspirations and ambitions.
- Further develop the delivery and development of the school curriculum, to meet pupil needs/outcomes.

- Provide vocational opportunities for pupils during the COVID19 pandemic			
	Lead staff	Time line	Progress
<p>We have the same academic, technical or vocational ambitions for almost all learners and have constructed a curriculum which reflects this.</p> <ul style="list-style-type: none"> — Develop systems which record and demonstrate that pupils have great ambition and are excited about their futures. — Ensure there is an effective approach to develop pupils understanding of national and local issues. — Lockdown has restricted vocational opportunities to places of work and colleges, develop a series of virtual visits and activities to address this gap. — Teachers assist parents to provide helpful experiences that they could provide their children during weekends and holiday periods. set as one of teachers performance/appraisal review targets - Displays around school provide positive role models and activities to inspire pupils, linked to realistic experiences and person. -this is will always be ongoing <p>The curriculum is coherently planned and sequenced</p> <ul style="list-style-type: none"> — Enhance opportunities for English and mathematics leaders to develop communication, literacy, and numeracy skills across the subject domains. — Develop and implement SCERTS across semi formal pathways and measure impact. — Curriculum leaders develop systems to ensure that staff are familiar with the knowledge, skills and understanding pupils have acquired in the previous year and build on this. - Leaders analyse of assessment data shows the key knowledge that has been learned during each year. 	<p>KP; KO;AS; NW</p> <p>NW</p> <p>KO; AS</p> <p>KO; AS</p> <p>Middle leaders</p> <p>JR & NG Middle leaders</p> <p>KP;Ko;AS</p>	<p>June 2021</p> <p>June 2021</p> <p>June 21</p> <p>June 21</p> <p>March21</p> <p>March21 June 21</p> <p>June 21</p> <p>Dec 2021</p>	
<p>Behaviour & attitudes</p> <p>We always expect exemplary behaviour, however we are a special school and pupils do have SEMH, ASD and complex needs, based on this we feel pupil's, emotional self-regulation is extremely effective and minimises the impact on their learning.</p>			

Behaviour & Attitudes

Expectations (EX)
Learning Behaviours (LB)
Attendance (AT)
Relationships (RE)



Overarching targets

- To continually strive for every pupil to be able to emotionally regulate as best they can and devise support systems for pupils and staff to utilise.

	Lead staff	Time line	Progress
-			
- From Challenge partners review.....Even better if... sensory breaks in lessons were consistently used in a timely fashion, so that pupils remained more alert and focussed on task.- this needs reviewing to see its effectiveness	KB	Dec 2021	
The provider has high expectations for learners' behaviour and conduct. — Highlight defined systems for supporting pupils with challenging behaviour using emotion coaching. — Develop additional opportunities at lunchtimes for pupils to develop social skills - Formalise how sensory breaks are used.- guidance and training provided for staff on this and individualised for specific pupils	KP; TM AS & KO	June 2021 March21 Dec 2021	
Learners attitudes to their education or training are positive. - Enhance areas within school to promote reading, access to books, story sacks and communication devices for children.-	CB; ML	June 2021	
Provision -facilities and functional improvement			
	Lead staff	Time line	Progress
Develop partnerships and collaborations with other schools, organisations and NYCC to enhance the following opportunities and provision; - decided not to pursue federation with Springwater school. — Curriculum development- Challenge Partner area of excellence - Staff skill development and knowledge sharing. - Career opportunities for staff - Provision development for pupils within Hambleton and Richmondshire- JCT working with NYCC on this — Shared provisions and facilities with other establishments	JCT KP	June 2022	
Secure funding to build a rebound therapy centre, increase teaching space and install artificial grass sports pitch- funding for rebound centre has been found. Not at this moment in time pursuing the artificial pitch	JCT	March 2021	

<p>Assess the need for a specialist post linked to achieving the optimum performance of Management information systems. -</p> <p>Our conclusions are that a new IT post needs creating, with the following focus;</p> <ul style="list-style-type: none"> - Oversee all cloud based software systems- both curricular and MIS - Regular checking efficiency and ordering of IT hardware. - Cyclical replacement program for IT hardware - Management and inputing of data onto Bromcom and linked programs. - Keeping up to date with new technologies and software - IT technical support across school - Management of school IT network and wifi system 	JCT		
<p>Facilities improvement</p> <ul style="list-style-type: none"> - Devise proposal to NYCC requesting additional funding to improve school facilities.- extending the request to include additional accommodation needs. - additional teaching spaces - increase admin work spaces - refurbishment of facilities - temporary classrooms - additional car parking 			
Leadership development			
Identification of future staff development needs, allowing the up-skilling of staff to be able to take on some of the responsibilities of the Senior Leadership Team			
	Lead staff	Time line	Progress
<ul style="list-style-type: none"> - Financial management and planning-changes have been made throughout the year, extending the leadership team - NAS autism accreditation- from February 2021-identify staff suited to taking on this role- in progress - Makaton regional tutor role- identify how this responsibility can be allocated and undertaken by other staff- person identified has for family reasons left - Management of the farm assistant caretaker. appointment made, started end of June 2021 - 	JCT, KP	July 2022	