

Hambleton and Richmondshire PRS

# The Sunbeck Centre

## **SCHOOL DEVELOPMENT PLAN** **2023-2024**

**School Self Review/Evaluation**

The School Improvement Plan is an integral part of the school self-evaluation process, indicating priorities that will help the school move forward in the continual search for improvement.

The School Improvement Plan forms the 'mechanism' through which the Management Committee holds the The Sunbeck Centre leaders to account. It enables evaluation of the impact of the school's improvement strategies. It is a living document, which should be used routinely by all members of staff as a point of reference.

### **Ofsted June 2023**

**The school remains graded as Good.**

#### **Areas for whole school development – next steps for the school:**

1. Attendance – Reduction in part time timetables and increase overall attendance
2. Reading – Increase frequency
3. SMSC – Increase opportunities to experience other cultures
4. Quality of teaching – Increase consistency of appropriate challenge in lessons

## **Our vision statement**

The Sunbeck Centre's vision is focused on improving the life chances of the pupils in our community.

We will do this by delivering a personalised curriculum and supporting the individual needs of our pupils in a welcoming and safe environment.

Through our community expectations of Pride, Respect and Safety, we aim to be an outstanding provision that enables young people and staff to reach their potential and develop into successful individuals.

## **Our aims**

The aims of the Service are:

- To work in partnership with local mainstream schools to prevent permanent exclusion.
- To prepare pupils for, and support them through, reintegration (to either mainstream or special school) following a permanent exclusion.
- In the case of pupils in KS4 who cannot return to school, the successful transition of pupils from Year 11 to either continued full-time education at Key Stage 5, an apprenticeship, traineeship, or employment.

As we continually strive to provide a safe, stimulating, caring environment where children are challenged to fulfil their potential, we endeavour to:

- Improve attendance
- Maintain and improve good behaviour
- Build confidence and self-esteem
- Develop self-awareness
- Develop the skills to work with people in different contexts
- Provide a personalised curriculum for each pupil according to their needs
- Consider the holistic needs of each pupil in our planning.

# 1: Quality of Education

**Priorities:**

1. Increase the frequency of reading in lessons to develop skills and confidence that support achievement and enjoyment.
2. Explore and devise ways of increasing spiritual, moral, social, and cultural diversity within the curriculum.
3. Raise expectations and standards in the classroom to promote learning and progress.

|    | Action required   | Staff/link | Funding/resources | Milestones/timing                                    | Impact   | Comments  |
|----|---|------------|-------------------|--|--|---|
| 1. | Reading sessions are timetabled 3 times per week to offer more opportunities to teach reading skills. | GKe/ VMi   | £0                | Timetable includes reading sessions – September 2023 | Pupils read more frequently and record their progress. | <p>Nov 23</p> <p>Reading sessions take place two mornings and one afternoon session. Further work needed to get the reading time in for bespoke packages of education.</p> <p>Jan 24</p> <p>All pupils have a member of staff as an allocated reading mentor. This is relatively new and in</p> |

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|    |   |     |      |   |  | response to pupils “opting out” of group sessions.  |
| 2. | Reading training for all staff to embed skills and knowledge. | GKe | £200 | Regular reading training sessions throughout the year including recording and monitoring progress.<br><br>Ongoing / Half termly | Staff feel confident to teach reading skills.<br><br>Pupil’s progress is recorded effectively and passed | Staff training on 13.11.23<br><br>Approaches to teaching reading addressed in appraisal meetings.<br><br>TMa has left our employment – Currently covered by Non-Qualified teacher – timetable rearranged to allow for intervention.<br><br>Jan 24<br><br>ATA supply staff delivering Reading Intervention for interim period.<br><br>Refresher for staff in December 2023 |

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|    |   |           |      |  |  | Phonics training scheduled for Spring 2.  |
| 3. | Systems for assessment of reading are robust and completed in a timely manner.  | GKe/ HHo  | £100 | All pupils complete a reading assessment within the first 2 weeks of starting their placement.<br><br>Pupils have an allocated reading pathway and appropriate intervention as required.<br><br>Ongoing / termly | Pupils make progress in reading age to narrow the gap or exceed their chronological age.               | New pupils have all been assessed and pathway in place.<br><br>Jan 24<br>This is consistently in place.   |
| 4. | Consistent quality of pupils' workbooks to be established and embedded.<br><br>Staff work together to establish consistent approach to work in books. | All staff | £0   | Book look each half term to be completed by SLT  | Pupils' work books are of good quality, well presented and work is of appropriate levels of challenge. | Book look in Autumn 1 identified some areas for development. Staff informed and training time used to embed expectations<br><br>Jan 24<br><br>Slow progress since the last update. Book look in Autumn 2 did highlight that this is "patchy" Levels |

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|    |  |           |      |   |   | of SEND are high and expectations not consistent. Staff training in Jan - teaching staff to shadow mainstream colleagues in the relevant department with a focus on expectations, challenge and good practice.  |
| 5. | Continue to develop learning opportunities within the curriculum to promote learning about others. | All staff | £200 | Learning opportunities beyond the classroom are explicit in the curriculum plans.<br><br>Planning review – October 2023 and ongoing | Pupils experience an increased offer of education designed to develop understanding and knowledge of different cultures and religions | 1 day allocated per week to enrichment activities to develop these opportunities. First session due w/c 13.11.2023<br><br>This project has been delayed but starts now on 25.01.24 Delivered by NRh it will give targeted pupils 1:1 sessions based on creative art in different cultures. The project will |

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|  |  |  |  |  |  | include offsite learning. |
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## 2: Behaviour and Attitudes (Including Attendance)

### Priorities:

1. Improve overall attendance and reduce levels of persistent absence.
2. Reduce the amount of time pupils access part time timetables.
3. Reduce pupil's use of "negative language" through consistent challenge and positive modelling.

|   | Action required   | Staff/link | Funding/resources | Milestones/timing  | Impact   | Comments  |
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| 1 | Establish links with AP Attendance Hub (River Tees MAT)             | JPr        |                   | New attendance lead in post – September 2023<br><br>Training identified – Sept 23<br><br>Visit completed – Sept 23 | Clear vision and strategy in place.  |   |
| 2 | Establish a culture of attendance being everyone's' responsibility. | JPr / SLT  | Staff time        | Review the impact of new systems.<br><br>Review Attendance Policy.   | Persistent absence is identified quickly and interventions put in place.<br>Systems and practice are regularly | Staff have worked hard to improve attendance and reduce part time offers. |



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|   | Evaluate updated attendance monitoring systems to reduce and prevent persistent absence.          |             |            | Half termly attendance procedure review.  | monitored and reviewed.  | Systems in place to track attendance procedures. Visit completed an link established.   |
| 3 | Establish links and professional conversations with attendance officers in our mainstream schools | JPr/ KAv    | Staff time | Register of Attendance Officers in schools to be established.<br><br>Contact made via email/phone.<br><br>Standard request for schools to provide details of any part time timetables on entry to the PRS. – Induction meetings | Persistent absence addressed on entry.<br><br>Communication between school and PRS attendance links is improved.<br><br>Clear picture of prior attendance / timetables used to establish attendance baselines. | Systems in place. Relationship development ongoing.<br><br>Jan 24 – Fully established<br><br>Part time timetable information is not always provided by the schools. |
| 4 | Produce focused information for parents to highlight the impact of poor attendance on learning.   | JPr /Tutors | Staff time | JPr to attend Induction meetings from September 2023.<br><br>Tutors inform parents of attendance each fortnight.  | Positive links with parents focused on improving attendance.<br><br>Pupils' levels of attendance increases.  | Information about attendance is displayed in the school, on the website and through direct conversations with parents.  |
| 5 | Reduce the instances of inappropriate language use by pupils.                                     | All staff   |            | Pivotal refresher Autumn 2  | All staff challenge inappropriate language in a consistent way.  | Training in 15.11.2023 scheduled.<br><br>Staff refresher completed in Autumn 2<br><br>Informal support plans to be instigated for any                               |

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|  |  |  |  |  |  | staff demonstrating a lack of confidence in behaviour management. |
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### 3: Personal Development

Priority: increase opportunities for learning - Social, moral, spiritual and cultural.

|   | Action required  | Staff/link | Funding/resources  | Milestones/timing                               | Impact   | Comments   |
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| 1 | Increase opportunities to regularly engage with different people in the community. | Staff Team | ASDAN – Citizenship and Humanities Short Courses. - £300<br><br>Transport costs - £200 | Visits into the local community each half term. | Pupils have increased opportunities to learn from others in their community. | ASDAN Courses in place.<br>Visits to Richmond Castle<br>History walks<br>Work placements – Hairdressing, Riding stables, Broadacres<br>Pupils have interviews with employers.<br>Pupils have been to Council Chambers, community Hub |

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|  |  |  |  |  |  | and the local library. |
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## 4: Leadership & Management

**Priority: Develop robust monitoring of reading and attendance.**

**Strengthen consistency of challenge in lessons.**

|   | Action required  | Staff/link  | Funding/resources                                   | Milestones/timing   | Impact   | Comments  |
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| 1 | Increase monitoring opportunities to ensure reading is embedded throughout the school. | SLT and GKe | The Key – School Leadership – Monitoring templates. | <p>Learning walk each half term.</p> <p>Weekly drop ins to reading sessions.</p> <p>Report to the MC in November 2023 - GKe</p> | <p>All pupils have opportunities to take part in class reading sessions.</p> <p>Reading is further embedded across the school and is enjoyed.</p> <p>Reading age data shows improvement – the gap reduces between chronological and reading age.</p> | <p>Data from exit reading tests demonstrates significant progress.</p> <p>Monitoring is developing.</p> <p>Some pupils still resistant at reading sessions with tutors but accessing support through intervention.</p> <p>Jan 24<br/>Individual reading with mentors is</p> |

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|   |  |             |  |   |   | achieving better engagement, especially in Key Stage 3   |
| 2 | Ensure work scrutiny is part of each lesson observation to ensure appropriate challenge is consistent.             | Ake and VMi | Time to conduct formal observations, learning walks and book scrutinise. | Formal observation sessions take place each half term and are on the school calendar. | There is greater consistency in the appropriate level of challenge.<br><br>Work books demonstrate good attitudes to learning.                       | Work scrutiny completed within the lesson observations October 2023.<br><br>See above. Some inconsistency<br><br>Jan 24<br>Training day spent in local schools has been arranged to enable staff to have a clear view of challenge in the classroom. Experience will be collated during staff training time in Spring 1 with a view to improving consistency of challenge. |
| 3 | Include reading and attendance updates in the Management Committee agenda. Area leads to present to the committee. | GKe and JPr | Time to attend MC meeting and prepare data and reports                   | Update is provided<br>November 2023<br>March 24<br>June 24                            | The staff team are knowledgeable about these areas and share that knowledge with the MC.<br>Data is regularly analysed and used to inform practice. | Updates planned to be presented to the MC on 29.11.23<br><br>Jan 24 – Gemma Kell to attend MC meeting for an   |

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|  |  |  |  |  | MC is fully informed and can speak confidently about areas identified for improvement. | update on Reading. |
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