**School Improvement Plan**

**2024 - 2025**

**Vision and Values**

Heaton School is all about preparing our young people for adulthood.

Our 4 word ethos is:

**ENJOY**

We want all learning to be enjoyable

**CHALLENGE**

We want our students to be challenged to develop key skills and abilities in readiness for living their everyday lives

**CELEBRATE**

We want to celebrate diversity across the school

**ACHIEVE**

We want all students to achieve great things

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| **LEADERSHIP AND MANAGEMENT** |

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| **1.1 Introduction of Pathway leader role**  **1.2 Implementation of pathway(s) curriculum** | | | | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Update/ evidence | Status (R/A/G) |
| 1.1 | Pathway leaders to develop in their roles to ensure effective management of all pathways | July 2025 | HT/DHT | *Effective management of pathway curriculu* | **Pathway leader meetings**  4/25 – completed pathway report covering attendance/ behaviour/ Pupil Premium/ attainment information – will help to inform future SDP |  |
| 1.2 | Pathway leaders to work alongside DHT to implement pathway curriculum for x3 areas integrating and adapting the EQUALS curriculum (see curriculum action plan) | July 2025 | DHT/ Pathway leaders | Improved curriculum offer for all students | **Pathway reports**  **Curriculum policies**  **Pathway intent statements**  **Class intent statements**  9/24 – Class intent statements written  1/25 – Curriculum policies reviewed inline with EQUALS curriculum  1/25 – Decision made to merge formal curriculum with semi formal  4/25 – Trial set for semi formal curriculum in summer term in readiness for September |  |
| **1.3 Improved pedagogical understanding across all curriculum areas** | | | | | | |
| 1.30 | Teachers to research x2 pedagogical theories and practice in relation to their pathway and/or curriculum area – linking in with Rosenshine Principles of learning | May 2025 | All Teachers | Improved pedagogical understanding around teaching – in relation to cohort of learners – this will help to improve standards of teaching and learning | **PD overview**  1/25 – Teacher PD programme started  3/25 – All PD groups focussed on Rosenshine principles of learning/ relevant research |  |
| 1.31 | Paired / peer coaching as part of assigned PD time in working week (teachers) | July 2025 | All Teachers | As above | 4/25 – As above - Evaluation required? |  |
| 1.4 Review School Safeguarding processes | | | | | | |
| 1.40 | Revisit manual handling training policy and train x1 staff in academic year to roll out training throughout the school | Mar 2025 | HT | Manual handling training in line with policy and expected procedures | **Certificate of training completion**  1/25 – GF completed training |  |
| 1.41 | Introduce checks at the start of the day for students equipment – including sling checks | Dec 2024 | HT | Improved awareness and understanding of student safety | **Equipment Check PRO FORMA**  Introduced 10/24 – AUDIT REQUIRED |  |
| 1.5 Improved Performance Management processes | | | | | | |
| 1.50 | Trial Rossenshine learning walks/ focus – linked to teachers Personal development time | Feb 2025 | HT | Improved teaching and learning/ learning outcomes | **Learning walk summary/ individual feedback sheets**  2/25 – Learning walk completed – Focus in round 1 on scaffolding of learning, modelling and daily review |  |
| 1.6 Review school policies and associated processes | | | | | | |
| 1.60 | Review and rewrite school policy schedule | Dec 2024 | HT | Improved and updated school policies in line with government / DFE guidance and expectations | **FGM reports/ minutes**  **Completed policies – see website**  4/25 - Updates completed for:  Safeguarding  AUP  Whistleblowing  Business continuity  Curriculum  Assessment  **On target to update all essential policies by the end of the academic year** |  |
| 1.7 Governance – increase in accountability for school performance – Behaviour, attendance, achievement/ attainment | | | | | | |
| 1.70 | Write and implement Data strategy to report back to Governor’s in meetings | Dec 24 | HT | Improved strategic data collection to inform school development/ prioritise planning | Data strategy still requires completion  **Pathway reports**  4/25 – Pathway report trial completed  4/25 – AR and RM met with EFL to discuss ways to meaningfully present data using insights / pertaining to IEP target acquisition |  |
| 1.71 | Introduce improved ways for Governors to know, appreciate and challenge curriculum developments/ quality of provision within school | July 25 | HT | Improved accountability for leaders across the school | **Meeting minutes**  **Reports from conversations**  **Pathway reports**  10/24 – Governors assigned to pathways/ priority subject areas  1/25 – Strategic monitoring group established  4/25 – x1 monitoring group completed – HT discussed pathway curriculum and its merits/ key developments |  |
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| 1.80 | Review and rewrite school website in line with guidelines and curriculum changes | July 25 | SLT/ IT support/ SBM | Improved understanding of school ethos/values/ direction/ purpose | **Website action plan**  **Ofsted compliance check**  12/24 – ofsted compliance check completed (MM)  3/25 – Phase 1 completed – all curriculum information is now correct |  |
| 1.81 | Explore income generation opportunities for school | Apr 25 | SBM/ HT | Help to improve budget status | 10/24 – Forest school clubs - weekends | ongoing |
| 1.82 | To increase school bank staff to reduce / eradicate use of agency | Mar 25 | SBM/HT | Improved consistency in staffing across the school | 4/25 - Increased bank staff by x2 staff | ongoing |
| 1.83 | To write a 5 year maintenance and replacement plan for school ICT infrastructure |  | SBM/HT | Improved access to updated ICT across school | 3/25 -writing plan in relation to work with LA around school infrastructure developments/ project |  |
| 1.84 | To write a 5 year maintenance school building plan |  | SMB/HT | Improved teaching facilities across school | 4/25 – potential LA investment /development? |  |
| 1.85 | To plan for redevelopment of outdoor/ play areas |  | PTA / HT/ SBM | Improved play opportunities for students | As above |  |

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| **QUALITY OF EDUCATION** |

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| 2.1 Sequential curriculum across all pathways | | | | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Comment/ update | Status (R/A/G) |
| 2.10 | Re write current schemes for Pre-formal / formal pathways | July 25 | DHT / Pathway leads | Improved coherent planning for pre formal and formal students | **Examples of planning/ schemes of work**  11/24 – Formal pathway merged with semi formal after initial review  2/25 – Preformal EQUALS curriculum purchased  4/25 - Preformal curriculum rewritten in readiness for summer trial  4/25 – Semi formal curriculum rewritten in readiness for summer term trial |  |
| 2.11 | Adapt Equals curriculum for Informal and semi formal curriculum | May 25 | DHT/ Pathway leaders | Improved curriculum offer for informal and semi formal students | As above – informal curriculum continually being reviewed working closely with pathway lead |  |
| 2.12 | Teacher PD sessions introduced with pedagogical focus around sequential learning | Nov 24 | HT/ Teachers | Improved staff understanding of pedagogical thinking | 3/25 – first trial completed |  |
| 2.13 | Full review of maths curriculum for all 4 pathways – review will lead to rewrite in line with EQUALS curriculum | July 25 | Maths leader(s) | Improved sequential learning in maths | **Maths policy**  **Maths SOW**  3/25 - Curriculum leaders attended training and liaised with other schools who have adopted the EQUALS curriculum  Draft policy completed |  |
| 2.14 | Review and rewrite ‘The World around me’ curriculum using the EQUALs framework (relevant to all 4 pathways) | July 25 | Subject leader | Improved curriculum for students to understand the world they live in | **World around me policy**  **World around me SOW** |  |
| 2.15 | Review RSE and PSHCE curriculum and relevance to pathway model | July 25 | Subject leader | Up to date and relevant learning for students in PSHCE and RSE | 2/25 – SOW/ content reviewed in relation to EQUALS curriculum – discussion had in relation to masturbation behaviour and suitability of curriculum for Heaton cohort  3/25 – Curriculum lead met with all pathway leaders to plan around students needs |  |
| 2.16 | Adapt current curriculum planning (previous core) for formal curriculum to ensure that LO’s are sequential and meaningful | 31/12/2024 | AHT | Improved formal pathway offer | Formal pathway now merged with Semi formal |  |
| 2.2 4 word ethos embedded throughout the curriculum | | | | | | |
| 2.20 | Write Class intent statements to determine clear curriculum intent using the 4 words | 30/09/2024 | DHT | Improved understanding of 4 word ethos | **Intent statements completed and posted onto doors** |  |
| 2.21 | Introduce 4 word ethos plenaries within lessons – celebration boards | 31/12/2024 | AH | SLT should be able to identify the positive impact of the recent training and ongoing development across the school. | **1/25 – celebration boards in ALL classrooms – evidence of students work/ progress linked to all 4 words** |  |
| 2.3 Reading to be meaningfully embedded throughout the school curriculum | | | | | | |
| 2.30 | Introduce a school library space to promote reading within school | July 2025 | HT/ English lead | Improved access/ promotion of reading for pleasure | 10/24 – Funding obtained for reading materials  11/24 – Plans in place for developing reading area  2/25 – Plans for area to be in place for summer 2 – all books purchased |  |
| 2.31 | Texts to have coverage for all curriculum areas and pathways – consideration to diversity – cultural etc | April 2025 | DHT/ Pathway leaders/ subject leaders | Students have Improved access to diverse texts within school | 2/25 - Books purchased using grant - diverse range of themes and they promote diversity/ wider cultural understanding |  |
| 2.32 | Introduce reading rope/ model throughout school | July 2025 | English leads | Shared understanding throughout school of the importance of reading and how it applies to Heaton students |  |  |
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| 2.40 | All SEND phonics training completed by support staff (TA’s) | Sep 2024 | HT/ English lead | Staff readiness to teach SEND phonics programme | **Completed 9/25** |  |
| 2.41 | Timetabled Phonics sessions in semi-formal and formal pathways | Nov 2024 | English lead/ DHT |  | **Timetables**  **Observation records ??** |  |
| 2.42 | Observation of practice working with SEND phonics team | May 2025 | English lead(s) |  |  |  |
| 2.5 Review and implement effective school assessment and reporting processes | | | | | | |
| 2.50 | Refocus all assessment using IEP as focus – H levels to be discontinued | Dec 2024 | AHT | Improved/ simplified assessment processes | 9/24 – Full staff training – SMART target setting / IEP’s  11/24 – IEP audit – feedback given out to staff  2/25 – Introduction of Proof of Progress meetings (POP) – trial and review in readiness for 9/25 | On track |
| 2.51 | SCERTS assessment framework – trialled with informal pathway | Dec 2024 | AHT | Improved assessment processes to identify learning outcomes | 10/24 – Inf leader attended SCERTS training – fedback to SLT  11/24 – Working group setup to focus on SCERTS appropriateness for Heaton learners  12/25 – MAPP linked to EQUALS and overlap with SCERTS framework – revert to focussing on MAPP trial this year |  |
| 2.52 | SCERTS assessment framework – implement across relevant pathways | July 2025 | AHT/ DHT |  | See above |  |
| 2.56 | Source English/ maths assessment tool matched to revised curriculum for Semi formal and formal pathways | Jul 2025 | AHT/DHT |  | More work needed on this area |  |
| 2.57 | Implement new maths and English assessment tool | July 2025 | DHT/AHT |  | Summer focus needed |  |
| 2.58 | Trial MAPP assessment tool for 14-19 students | July 2025 | DHT/AHT |  | 2/25 – Trial started with sample of teachers across informal and semi formal pathways |  |
| **2.6 Subject specialism training/CPD for subject leaders** | | | | | | |
| 2.60 | Introduce PD time for teachers – 1 hour per week | Nov 2024 | HT | Improved professional development of teachers to raise improvement in student outcomes | Completed |  |
| 2.61 | Teachers to network and/or attend subject related training/ activity | July 25 | HT | Raise expertise in subject leaders to improve learning outcomes for students | **Training records**  **Appraisal documentation**  10/24 – Appraisal meetings held  11/24 – Teachers visited outstanding SEND provision as part of Nov inset day - fed back findings to team (Twilight session) |  |
| 2.62 | DEAL training to be completed by lead teacher and disseminated to staff team | July 25 | Perf arts lead/ SLT | Improved student offer | 4/25 - LW attended x2 sessions  Overlap into 25/26 – full training delivered to team as part of full staff inset (April 26) |  |
| 2.63 | Omni music practitioners to work alongside teacher team to develop music strategies /interwoven into the pathway curriculum | July 25 | Creative and perf arts leaders | Improved student offer | **Podcast recording**  **Evidence/ documentation of sessions**  Ongoing work alongside omni practioners  4/25 – staff training planned in summer term for rolling out sounds of intent assessment framework 25/26 |  |

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| **BEHAVIOUR AND ATTITUDES** |

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| **3.1 Review PBS/ behaviour management training for support and care staff** | | | | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Comment | Status (R/A/G) |
| 3.10 | Develop training opportunities for school support staff to improve in their understanding and support of challenging behaviour | Feb 25 | HT/ Student support manager | Improved support of behaviour in school | 4/25 – Full staff training delivered in IRIS reporting, PBS approach, scenario led training |  |
| 3.11 | Train x1 staff members in Team TEACH train the trainer | Jul 25 | HT | Enables strategic planning of Team TEACH training from 25/26 | Completed – AW completed course in 3/25 |  |
| 3.12 | Expansion of student support team to improve support during the school day | Dec 24 | SLT/ Student support Manager | Improved support of students throughout the school day | Additional member in place – due to staffing issues/ S and A impact limited at present |  |
| **3.2 Behaviour reporting to inform all staff of behaviour trends and interventions across school** | | | | | | |
| 3.20 | Review use of iris for behaviour reporting | Nov 24 | SLT/ Student support Manager | Improved day to day understanding of behavioural presentation | 10/24 – met with IRIS to revise reporting protocols/ process  12/24 – training rolled out for all new staff and refreshers throughout autumn and spring term |  |
| 3.21 | Create behaviour/trend data report (using IRIS) to share with staff team at set points throughout the term | Dec 24 | SLT/ Student support Manager | Ensure that staff can proactively react to behavioural trends to raise improvement | **Termly behaviour reports**  4/25 – reports have informed pathway leaders in writing pathway reports for spring term |  |
| 3.22 | Realign behaviour reporting to pathway model | Dec 24 | Student support Manager | Improved reporting to inform practice in classes | As above |  |
| 3.23 | Introduction of RPI debrief as part of daily routine | Mar 25 | Student support Manager | Minimising reoccurrence of RPI in future | 3/25 - Debriefs have been trialled and positive feedback from staff |  |
| **3.3 Student support offer – develop interventions on offer to students** | | | | | | |
| 3.30 | Staff to train in lego therapy and trial intervention sessions | Jul 25 | HT/ Student support team | Improved intervention offer |  |  |
| 3.31 | Trial restorative practice techniques to resolve student-student issues where applicable | Jul 25 | Student support team | Improved intervention offer |  |  |
| **3.4 Maintenance of good behaviour management practice throughout school** | | | | | | |
| 3.40 | Introduction of class debrief / supervision | Mar 25 | HT | Allows staff to reflect on practice to ensure consistency is maintained and issues addressed | Informal debriefs have been established – not currently part of regular routine? |  |

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| PERSONAL DEVELOPMENT |

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| 4.1 Continue developing strong external and internal work experience to enhance careers provision.  4.2 Continue to maintain links with Greater Manchester Combine Authority Enterprise Co-ordinator to utilise support and resources to work towards meeting Gatsby Benchmarks and enhance CIAG and WRL offer in school.  4.3 Appoint Careers advisor | | | | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Comment | Status (R/A/G) |
| 4.10 | DHT to train designated member of staff to further develop work experience opportunities for post 16 students | July 25 | DHT | Improved management of work based learning/ experience | 4/25 - Scope to assign Terrie? |  |
| 4.20 | DHT to attend relevant network events where applicable | July 25 | DHT |  |  |  |
| 4.30 | Appoint careers advisor to support students and advise throughout the school | Mar 25 | DHT/HT | Improved student careers offer | 3/25 – Completed – in recent SLT meeting DHT raised concern that advisor is not meeting the needs of students effectively – will need to review input going forward |  |
| **4.4 Create opportunities for more encounters with further education providers** | | | | | | |
| 4.40 | AS 4.20 |  |  |  |  |  |
| **4.5 Develop extracurricular offer for the school.** | | | | | | |
| 4.50 | Develop partnership with forest school provider (external) | May 2025 | SBM/ HT |  | 4/25 - Ongoing work with external forest school provider – exploring scope for after school/ holiday provision? | Ongoing |
| 4.51 | Work in partnership with Progressive sports coaching to train staff and develop SEND sports holiday provision | July 2025 | SBM/HT |  |  |  |
| **4.6 Review equality & diversity/ SMSC strategy in school** | | | | | | |
| 4.60 | Create E and D calendar in line with review of Religious education strategy | July 2025 | SLT |  |  |  |
| 4.61 | Review corporate worship and school assembly policy | July 2025 | SLT/ pathway leaders |  |  |  |
| **4.7 Develop community cohesion strategy across school** | | | | | | |
| 4.70 | Staff to receive anti racism / community cohesion training | Mar 2025 | HT | Improved school / community cohesion | 4/25 – x3 sessions delivered by E and D staff member as part of full staff CPD offer |  |
| 4.71 | Strategy devised to ensure that community cohesion is effectively weaved into the curriculum | July 2025 | HT/DHT/ Pathway leaders |  |  |  |
| **4.8 Review anti bullying strategy across school** | | | | | | |
| 4.80 | Ensure anti bullying message is woven into the PSHE curriculum – relevant to all 4 pathways | July 2025 | HT/ PSHE lead/ DHT |  |  |  |
| 4.81 | Review anti bullying policy | July 2025 | SLT |  |  |  |
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