

High Park School Improvement Plan 2022-23

Quality of Education

- 1) Apply the learning from the CPD related to autism into consistent teaching practice to ensure maximum progression for all pupils (with a focus on visual support). Links to other priorities - 4,5,6,7,8,10
- 2) Further develop the Music curriculum to provide clear progression and aspirational targets which support pupils' progression across the curriculum but particularly in Communication (including Phonics). 1,4,5,6
- 3) Improve meaningful opportunities for reading to accelerate pupil progress and enhance functional life skills. 1,2,4,5,6

Behaviour and Attitudes

- 4) Increase the staffs' understanding and application of Transactional Support strategies (with a focus on visual support). Links to other priorities - 1,2,3,5,6
- 5) Deepen staffs understanding of and their ability to provide Positive Behaviour Support to increase pupils' engagement in learning. Links to other priorities - 1,4,6,10

Personal Development

- 6) Increasing aspirations for pupils by broadening opportunities both in and out of school to ensure they make maximum progress. This includes increasing resilience, independence and social and communicative confidence. Links to other priorities - 1,2,3,4,5,9

Leadership and Management

- 7) Develop the use of Professional Conversations to empower and promote the mental health and wellbeing of all stakeholders (Pupils, Staff, Parents). Achieve Mental Health Award. Links to other priorities - 1,2,3,4,5,6,8,10
- 8) Deliver bespoke CPD for specific groups of staff to increase leadership capacity and skills. Links to other priorities - 6,7,10
- 9) Empower Families to request and access support from all appropriate agencies. Links to other priorities - 1,6,10
- 10) Provide school to school support, sharing expertise and good autism practice across the Trust, DAP and the Local Authority. Links to other priorities - 1,4,5,8

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| Priority 1: Apply the learning from the CPD related to Autism (delivered last year) into consistent teaching practice to ensure maximum progression for all pupils. | | | Lead Person - Jen Davison |
| Success criteria: The core offer will be embedded into every classroom and pupils will have even greater support to make increased progress across the curriculum. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| <p>Create a teachers pack with the documents that are key to</p> <ul style="list-style-type: none"> • Environmental checklist • SCERTS Partner Stages • Motivators • SPELL FRAMEWORK <p>Develop and embed knowledge and practice through CPD sessions to cover the above which will be evident in planning, PiPs and consistent classroom practice including the learning environment.</p> <p>Environmental checklist to be revised and used effectively by class teams to maintain the classroom and the visual resources within it.</p> | Autumn & Spring | <p>Lesson observations by SLT & Base Leaders</p> <p>Base meetings</p> <p>CPD Meetings</p> | <p>Learning walk with Base Leaders</p> <p>Interviews with support staff</p> |
| Complete carousel of training - 4 learning methods researched last year, Maslow's Hierarchy of Need, Polyvagal Theory, Vygotsky's Zone of Proximal Development & Kolb's Experiential Learning. | Autumn 1 | | |
| The use of Professional Conversations will be developed with teachers to enable the deepening of their understanding and provide opportunities for problem solving and the sharing of effective, innovative practice. | Spring | | |
| Priority 1 – Impact | | | |

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| <p>Priority 2: Further develop the Music curriculum to provide clear progression and aspirational targets which support pupils' progression across the curriculum but particularly in Communication (including Phonics).</p> | | | <p>Lead Person - Ben Dawson Supported by Fabian Measure and Sean Howe (music therapist)</p> |
| <p>Success criteria: Pupils are engaged in a greater range of planned and progressive music activities which further support their progress in English as well as music.</p> | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Staff complete questionnaires to ascertain music confidence and skills to inform training needs and their progress. | Autumn 1 Summer 1 | Teachers' meetings | <p>Observe practice through film and learning walk with curriculum leader.</p> <p>Interview selected groups of staff</p> <p>Conversations with pupils where appropriate.</p> |
| Develop sounds of intent framework-based curriculum to make appropriate for High Park | Autumn 1 | Planning | |
| To roll out new music curriculum to teachers and provide guidance on how to use with their class. Including examples of effective practice. Teachers will be given training on the delivery of the curriculum. | Autumn and Spring | Lesson drop ins | |
| Ben will support the delivery of the music curriculum and monitor its effectiveness. A bank of films will be collated to exemplify good practices for the different areas and developmental stages of the curriculum | Autumn and Spring | Lessons observations | |
| Resources will be audited, and new equipment will be identified to ensure effective delivery of the curriculum | Autumn | Questionnaires | |
| Bespoke training for groups of staff to extend learning for specific pupils, including training to play specific instruments to increase confidence in delivering music sessions. | Autumn and Spring | Feedback from training sessions | |
| Training for teachers on how to use music to support other areas of the curriculum | Autumn | Films of practice | |
| Training for teachers on how to use music to support other areas of the curriculum | Spring Summer | Pupil progress | |
| <p>Priority 2 – Impact</p> | | | |

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| Priority 3: Improve meaningful opportunities for reading to accelerate pupil progress and enhance functional life skills. | | | Lead Person - Gaynor Howden |
| Success criteria: Pupils will demonstrate greater reading skills in across the curriculum and be able to apply them in real life situations. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Increase the use of the library with clear learning objectives for each group Ensure clear systems are followed by each group using the library | Autumn 1 | Lesson observations/ Learning walks | Learning walk with curriculum leader. |
| Training to ensure all staff understand the development of reading (including pre-reading skills) – whole school meeting led by GH | Autumn | Planning Feedback from staff in | |
| Use communication partner stages to identify increased opportunities to develop reading skills appropriate to their level of development (identify in planning) | Autumn | Teachers' /Base/ Class meetings | |
| Identify reading offer in each class which is age appropriate and motivating (functional reading opportunities across the curriculum including community visits)– teachers work with team and feed back to teachers' meeting to share good practice. | Spring | Pupil progress | |
| Training to develop understanding of importance of visual information for pupils in terms of their reading development, emotional regulation, independence and confidence. | Autumn/ Spring | | |
| Training for support staff to develop deeper understanding of reading and writing for pupils at High Park. | Summer | | |
| Priority 3 – Impact | | | |

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| Priority 4: Increase the staffs' understanding and application of Transactional Support strategies (with a focus on visual support). | | | Lead Person - Jen Davison |
| Success criteria: Staff will demonstrate greater knowledge and understanding in their support for pupils which will promote pupils' independence and confidence. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Training sessions delivered all staff – Transactional support linked to pupils' communication partner stages and classroom/curriculum offer. | Spring | Learning walks/ Lesson observations | Scrutiny of individual case studies Learning walk |
| Support for teachers to ensure transactional support is detailed in planning, PiPs and classroom environment. | Autumn/ Spring | Planning PiPs | |
| Paired learning walks & observations to capture and share effective practice. | Spring | Pupil progress | |
| Professional Conversations to deepen staffs' understanding | Summer | | |
| Priority 4 – Impact | | | |

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| Priority 5: Deepen staffs understanding of and their ability to provide Positive Behaviour Support to increase pupils' engagement in learning. | | | Lead Person - Hannah Copeland |
| Success criteria: Pupils will demonstrate increased engagement in learning across the curriculum. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Identify each pupils' motivators in detail and build into planning and core offer within each class to increase engagement. Ensure systems are effective to manage visual supports and resources related to this. Share examples of good practice in Teachers' Meetings, Class & Base Meetings. | Autumn 1 | Behaviour data Pupil progress | Scrutiny of individual case studies & Behaviour data |
| Training for key staff to have conversations using professional curiosity with families which help to fully understand pupils' drivers to inform planning and provision. | Spring | Learning walks/ Lesson observations | |
| Bespoke training for staff teams to increase some pupils' engagement linked to transactional support | Spring | Wellbeing tracking | |
| Share case studies of effective practice and enable staff to reflect on own practice. | Summer | | |
| Priority 5 – Impact | | | |

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| Priority 6: Increasing aspirations for pupils by broadening opportunities both in and out of school to ensure they make maximum progress. This includes increasing resilience, independence and social and communicative confidence. | | | Lead Person – Sarah Tollemache |
| Success criteria: Pupils will access a greater range of activities including community visits leading to an increase in their resilience, independence and their confidence to communicate with a wider circle of people. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Post 16 students access Haworth Riding Centre - volunteer opportunities for stable management & riding. Opportunity to support other charities Family sessions during school holidays and weekends | All year | Planning Pupil progress | Meeting with parents & carers Scrutiny of individual case studies |
| Provide opportunities for KS2 and 3 pupils to encounter animals, to support pupil progression to KS4 and 5 in terms of vocational activities. | Spring | Observations of pupils during activities off site | |
| Progression and destination learning linked to: Animal care Going/working in a café e.g., group snack Acorn? Tuck shop- Beech/ café style snack – Ash/ café - Oak Base/ café - Meadow/Cornerstones This links to hygiene e.g., hand washing/ hand dryers/ using different toilets /wearing the right clothes e.g., apron/ chef whites Car park road safety from Acorn upwards to promote access to outdoor activities Litter picking - Oak Music based activities | All year | | |
| Priority 6 – Impact | | | |

| <p>Priority 7: Develop the use of Professional Conversations to empower and promote the mental health and wellbeing of all stakeholders (Pupils, Staff, Parents). Achieve Mental Health Award.</p> | | | <p>Lead Person - Jen Davison and Sarah Tollemache</p> |
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| <p>Success criteria: All stakeholders will have a better understanding of looking after their own mental health. The school's systems and culture will provide improved support for the mental health of all.</p> | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Formulate 'Professional Conversations at High Park Framework' (Mental Health and Wellbeing and Supervision Policy) Create shared language – what does it look like at High Park? | Autumn | CPD Meetings CPD sessions for Teachers & Base Leaders | Attendance at class or Base meetings Interview selected groups of staff |
| Introduction of Professional Conversations framework to Extended Leaders and then teachers. Discussion time to reflect on how Professional Conversations can be used effectively and what support is needed to do this. | Autumn | Feedback from support staff through a variety of sources including class and Base meetings, CPD meetings | |
| CPD session to increase teachers' skills (using professional curiosity, listening and empowering) in having effective Professional Conversations | Spring | | |
| Teachers use Professional Conversations with their staff teams in Pupil Progress Meetings, Morning Briefings & Teaching Assistants' CPD meetings & report back themes and reflections at Teachers' Meetings and/or at CPD sessions and meetings. | Spring & Summer | | |
| <p>Priority 7 – Impact</p> | | | |

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| Priority 8: Deliver bespoke CPD for specific groups of staff to increase leadership capacity and skills. | | | Lead Person – Ann Andrew |
| Success criteria: The leadership skills and capacity will be increased for a significant number of staff. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Create a calendar and focus of training for each group (including key documents) | All year | SLT & Extended Leaders' Meetings | Interview selected groups of staff |
| Regular discussion with leaders to identify CPD needs of each group | All year | CPD Meetings | Scrutiny of case study of a member of staff's journey |
| Professional Conversations to evidence learning, future needs and enable succession planning. | All year | Learning walks & lesson observations | |
| Priority 8 – Impact | | | |

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| Priority 9: Empower families to request and access support from all appropriate agencies. | | | Lead Person - Sarah Tollemache and Hannah Copeland |
| Success criteria: Families will develop greater resilience due to their increased knowledge and access to a range of other agencies. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Create information sheets for staff to use to help families use the tools provided for them (contacts etc) Create one page advice/information sheets – share via newsletters, website, parents' evenings, Facebook and face to face meetings & phone calls. Have available in Reception. | Autumn | Feedback from families including annual questionnaire Attendance at events & feedback | Attendance at events – in school and holiday activities. Conversations with families about their experiences. |
| Coffee mornings and training with themes identified by families, staff and local context. (AWARE, Carers Resource, Thinking Big, Sensory Processing, Communication etc. Coffee mornings | All year | Attendance at events & feedback | |
| Calendar of holiday activities – possible link to LA's Enrichment Programme | All year | Attendance at events & feedback | |
| Priority 9 – Impact | | | |

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| Priority 10: Provide school to school support, sharing expertise and good autism practice across the Trust, DAP and the Local Authority. | | | Lead Person - Ann Andrew |
| Success criteria: A range of staff across the Trust, DAP and the LA will have greater knowledge and skills of effective autism practice. | | | |
| Actions | Timeframe | Monitoring | Governor Objectives & activity |
| Share the vision for the school support of how this will be delivered with teachers & Curriculum Supports initially. | Spring | Feedback from settings | Discussions with staff who deliver the support. |
| Identify key members of staff and areas of expertise to deliver the work. Identify key documents to share in preparation for each request for support. | Spring | CPD meetings – (impact on individuals who provide the support) | Scrutiny of feedback from settings. |
| Create system for managing and delivering support to schools including managing HP provision. | Spring | | |
| Use Professional Conversations with senior leaders to capitalise on learning to influence practice and CPD at High Park. Key staff feedback following their support work to raise confidence of other staff. | Summer | | |
| Priority 10 – Impact | | | |