

High Park School Improvement Plan 2021 – 22

Quality of Education

- 1) Deepen staffs' pedagogical knowledge of teaching pupils with autism with a focus on preparation for adult life.
- 2) Further develop the PHSE curriculum to provide clear progression and aspirational targets to best prepare pupils for their adult lives.
- 3) Further develop the use of visual supports to increase pupils' attention and engagement as well as choice.

Behaviour and Attitudes

- 4) Increase the staffs' understanding of autism and the reasons for behaviour. Reference to SCERTS and measure the impact of the use of consistent strategies which support social communication and emotional regulation.

Personal Development

- 5) Establish rigorous physical activity as part of every pupils' daily curriculum offer, to increase their physical fitness and lead to improvements in their mental wellbeing.

Leadership and Management

- 6) Achieve the Mental Health Award
- 7) Facilitate parents' support groups to provide training, establish networks and increase support for families.
- 8) Ensure that staff appraisals empower and fully support their professional development.

1) Priority 1: Deepen staff's pedagogical knowledge of teaching pupils with autism with a focus on preparation for adult life.	Lead Person - Ann Andrew
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Success criteria:

Actions	Timeframe	Monitoring	Governor activity
a) Extended Leaders identify aspects of autism which teachers will plan workshops for. Teachers plan and create training an aspect of autism in preparation for delivering training in Bases. Training delivered across the autumn term by teachers in turn within their Base in a planned sequence, so every Base receives the same training (Knowledge)		Planning Appraisals Learning Walks & Lesson Observations Pupil progress	Yusuf Rasul support teachers to facilitate training and discussion.
b) Create visual document to use ensure training is planned with an autism focus (use Autism Education Trust/ National Autistic Society) (Knowledge) Extended leaders plan this and then share with teachers.			
c) Weekly Base discussions on autism to ensure all staff have a better understanding of why we teach pupils in the way we do. The training will be led by the current situation and the most pertinent aspects for each group. (Practice)			
d) Staff Appraisal targets linked to this priority			
e) All class teams contribute to information, strategies and celebration of effective autism practice to publish on the website. This will be on a range of topics – birthdays, Christmas, holidays, planning a day out.			

Priority 1 – Impact

Objects of Reference are now used more consistently in every Base.
Some pupils are using now/next boards effectively who previously struggled to take turns.
Wait boards have been introduced Acorn 1 and a small number of specific pupils.
Visual timetables have been very effective in Post 16 and students are transitioning smoothly to a greater variety of places. They are also making more choices using visual support.
Teaching Assistants are demonstrating a greater understanding of why they are using visual supports and are beginning to relate their training to their practice. This is particularly evident from the feedback from long term supply staff who are assertive about requesting their complete toolkit. There are more conversations with the SaLT about what else can we help pupils to communicate more effectively.

Through the revised EHCP process teachers better reflecting and understanding of the need to develop independent skills, targets are more aspirational with life long focus and preparation for adulthood.

The introduction of AQA – Unit Award Scheme, students increased independence and confidence whilst working through units, has increased staff aspirations for students when leaving school and how they can support students to achieve their full potential.

Priority 2: Further develop the PHSE curriculum to provide clear progression and aspirational targets to best prepare pupils for their adult lives.			Lead Person - Scott Shepherd & Wendy Yates
Success criteria:			
Actions	Timeframe	Monitoring	Governor activity
a) Complete PHSE baseline assessment for all pupils	By October half term	Planning Learning Walks & Lesson Observations Pupil progress Feedback from parents	Linda O'Neill - Joint Learning Walk & discussion with teachers.
b) Training for all support staff related to the four corners stones of PHSE	Autumn		
c) Create framework to identify key markers to show "ages & stages" for pupils working at Engagement Model & Pre-Key Stage Standards	14 th Sept - twilight		
d) Training on the implementation of PHSE curriculum following the pupils' baseline assessments.	Autumn 2		
e) Training to deepen staffs' understanding of RSE curriculum and how to teach it effectively.	Spring 1		
f) Base Leaders share good practice and organise how this will be shared with others including workshops & observations.	Spring & Summer		
Priority 2 – Impact Training for all staff on the four corner stones of PHSE has had a very positive effect on practice and given staff greater confidence to better support pupils and has helped to deepen their understanding of how to provide consistent effective teaching, not just in PHSE. Further work will be done to strengthen the progression within PHSE and ensure no learning is lost when pupils move Bases.			

Priority 3: Further develop the use of visual supports to increase pupils' attention and engagement as well as choice.			Lead Person - Emma Asare-Addo
Success criteria:			
Actions	Timeframe	Monitoring	Governor activity
a) Ongoing discussions with class/Base teams linked to Autism workshops and why visual supports are vital for all pupils and must be used. Provide specific training linked to the use of visuals.	Autumn	Learning walks Feedback from staff in Teachers' /Base/ Class meetings	Learning walks Feedback from staff in Teachers' /Base/ Class meetings Appraisals Pupil progress
b) Teachers spend time in each other's Bases to act as critical friend and share effective practice including teaching strategies and leadership and development of the staff teams.	Autumn & Spring		
c) Effective practice shared at Teachers' meetings with time for discussion and reflection.	Autumn		
d) Choose boards available at dinner time to encourage all pupils across school to make a choice of side portions (in addition to the main choice being chosen earlier in the day)	Autumn		
e) Support staff given opportunities to share examples of effective practice in Base and class meetings.	Autumn & Spring		
Priority 3 – Impact The use of visual support is well developed in some classes but further work needs to be done to ensure consistency across the school. Increased opportunities for pupils to communicate their choices with a range of staff and in different situations is supporting pupils independence and resilience to manage changes in the day.			

Priority 4: Increase the staffs' understanding of autism and the reasons for behaviour. Reference to SCERTS and measure the impact of the use of consistent strategies which support social communication and emotional regulation.			Lead Person - Base Leaders
Success criteria:			
Actions	Timeframe	Monitoring	Governor activity
a) Base Leaders plan series of training to be delivered to their staff teams (Autism Education Trust materials)	Autumn	Planning Appraisals Learning Walks and Lesson observations Pupil Progress	Ann McKerchar - Interview a number of classroom staff across all levels
b) Class meetings will be used to pick up on themes from the training to explore the implications of their learning and reflect on their practice.	Autumn & Spring		
c) Class teams explore questions in relation to behaviour & progress towards PiP targets to deepen knowledge and understanding of pupils' needs.	Autumn & Spring		
d) Appraisals will provide an opportunity to share learning and examples of where staff have developed their practice.	Across the year		
Priority 4 – Impact Staffs' understanding and application of their knowledge of autism is developing and is evident by practice and conversations shared with teachers. Further work needs to be done to support the staffs' understanding of 'why' certain strategies are more effective than others.			

Priority 5: Establish rigorous physical activity as part of every pupil's daily curriculum offer to increase their physical fitness and lead to improvements in their mental wellbeing.			Lead Person - Hannah Copeland
Success criteria:			
Actions	Timeframe	Monitoring	Governor activity
a) Training on benefits and impact of physical activity	Autumn	Planning Learning Walks & Lesson Observations Pupil Progress	Paired Learning walk with Governor. Discussion with staff working at all levels
b) All classes increase the physical offer for their pupils through individual and group activities	Autumn 1		
c) Class teams explore ways to further engage pupils in physical activities using knowledge gained from autism training – see Priority 4	Spring		
d) Review Post 16 offer to better reflect opportunities in adult services	Autumn		
e) Consult parents on how we can provide physical activities which support exercise at home.	Spring		
<p>Priority 5 – Impact</p> <p>Every pupil in school has increased opportunities to engage with physical activity. The gym equipment for both primary and secondary pupils is used by more pupils and the number of pupils accessing cycling in the inner Car Park and the Pavilion has increased. The sensory physical offer has increased for Acorn & Beech Base and the use of the mini gym is constant. Acorn have developed 5 different PE routines and they are accepting of changes and are able to choose activities within the sessions.</p> <p>Swimming sessions run weekly for pupils in every Base and these are at 4 different venues to support progression, with the oldest students going to Keighley Leisure Centre. A greater number of pupils are now accessing the local community on walking groups. Key Stage 4 & 5 are walking in Northcliffe woods and they are walking further than previously. Students are keen to go walking and are predicting the routine.</p> <p>Local and extended walks are now regular activities and some pupils are benefitting from a daily walk. This has positively impacted on their wellbeing, ability to emotionally regulate and has supported weight loss in some cases. Further development of the PE curriculum will provide greater opportunities for pupils to learn specific skills related to the formal PE curriculum.</p>			

Post 16 students are taking part in seated exercise including weighted ball, stepper and resistant bands and yoga. There is greater engagement and independence from the students.

Priority 6: Mental Health Award	Lead Person – Jen Davison
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Success criteria:

Actions	Timeframe	Monitoring	Governor activity
a) Work with allocated coach to create a personalised action plan, linked to the eight key competencies: Leadership and Strategy, Organisational structure, and culture - staff, Organisational structure, and culture – pupils, Support for staff, Support for pupils, Staff and professional development and learning, working with parents and carers, working with external services.	Across the year	Pupil Progress Feedback from families Feedback from staff	Yusuf Rasul – discussion with Jen re action plan and impact.
b) Develop a portfolio of evidence of current mental health practices linked to the eight key competencies.	Spring & Summer	Staff attendance	
c) Identify any key areas for development and build upon current practice.	Summer		

Priority 6 – Impact

Base leaders formulated wellbeing planning with their own Base with an aim to provide timely and proactive activities to respond to the time of year as well as their teams'. This has been delivered every week.

February 2022 – Staff questionnaire was completed and their awareness of the purpose and possible outcomes of the Mental Health Award has been raised. Time to Talk national mental health awareness day was promoted and opportunities to talk within Bases was created.

April 2022 – Informal feedback is positive; Mental Health / wellbeing focussed sessions are prioritised and take place every Friday afternoon. Awareness of and discussions around wellbeing has increased and can be evidenced through discussions that take place in Teachers and Extended Leaders Meetings.

Profile of the impact of Perimenopause / menopause has raised in school. Information about Perimenopause / menopause has been successfully shared and some staff have been able to share their own experiences and successful strategies.

Wellbeing focused CPD targets has been appreciated and staff have commented on how they have benefitted from having time to talk and how wellbeing and mental health has been normalised.

Priority 7: Facilitate parents' support groups to provide training, establish networks and increased support for families.			Lead Person – Sarah Tollemache
Success criteria: Parents will have stronger networks of support and feel more empowered			
Actions	Timeframe	Monitoring	Governor activity
a) Plan series of training for parents based on their feedback through questionnaire, home/school diaries and conversations during meetings and wellbeing calls	Autumn/ Spring	Feedback from parents	Ann McKerchar - Attendance at school events/training and discussion with parents
b) Provide opportunities for parents to get together for a range of reasons including training, health & wellbeing, fundraising, information sharing sessions	Across the year	Attendance at training & school events	
c) Identify parents and carers who are proactive in making connections with other families and work with them to plan sessions which will engage parents.	Spring	Monitoring of Facebook	
d) Explore ways to help families remain connected including FaceBook	Spring	Parent questionnaire	
<p>Priority 7 – Impact</p> <p>September 2021 – 11 families attended the Macmillan Coffee morning and they thoroughly enjoyed talking to each other – a support network was created for some</p> <p>February 2022 – Parents are sharing frequently on the High Park Heroes FB page and establishing connections with each other through this means.</p> <p>April 2022 - Although there have continued to be adverse circumstances with the pandemic we have been able to create bespoke, meaningful sessions for parents to access community activities e.g. swimming, trampolining, Nell Bank. Due to the success of these sessions and positive feedback from parents (and pupils) we are committed to continuing these sessions through into the summer.</p> <p>Parent questionnaires will help us to formally evidence the impact and target appropriate provision for 2022-23. Parents have celebrated the growing confidence of both children and their families in accessing new activities.</p>			

Priority 8: Ensure that staff appraisals empower and fully support their professional development.			Lead Person - Rachel McCusker
Success criteria:			
Actions	Timeframe	Monitoring	Governor activity
a) Time after school allocated for staff appraisals. Teachers will be proactive in using this time effectively.	Across the year	Lesson observations and learning walks Discussion with staff	Linda O'Neill - Discussion with teachers Yusuf Rasul - Discussion with support staff
b) Appraisal meetings will provide opportunities to reflect on learning related to Priority 1, 2, 3 4 & 5 and capture examples of effective practice.	Across the year		
c) Teachers will feedback themes from appraisals which will be used to shape future training and meetings.	Across the year		
Priority 8 – Impact Feedback from appraisals have informed the CPD programme, for instance bespoke Learning Support training has been provided in response. Managing time and the number of support staff appraisals is difficult to manage. Staff feedback and their performance evidence the positive impact of this process. The Senior Leadership Team are now looking at how appraisals can be managed more effectively including some group activities to enable an number increased professional conversations.			