

### Annual School Improvement Targets 2010-2011

| OBJECTIVE  | LEAD                                 | SUCCESS CRITERIA  | ECM REF. | TARGET DATE | RESOURCING-GGSET/HUMAN RESOURCE/TRAINING/ICT/DEVELOPMENT    | COST        | SAP REF. |
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| SERVICE  |                                      |   |          |             |   |             |          |
| Use benchmarking against CASPA and RAISEonline to inform analysis of pupil attainment.                                       | GW/sub leaders                       | Accurate comparisons drawn and communicated to governors and available for publication.   | 3,5      |             | ICT support<br>SI Partner consultancy support (3 sessions)  | 800         |          |
| <b>Consolidate baseline assessment toolkit- completed in first six weeks of placement to inform outcome setting.</b>         | <b>GW/BK<br/>Delegated<br/>Resp.</b> | <b>Toolkit includes: previous assessment of NC levels, dyslexia screening, reading age, spelling age, core subject assessment, Emotional and behaviours development/needs, Health plan/needs, TSS introduction. Completed for each new pupil. Revise placement plans.</b> | 1-5      |             | <b>ICT support with assessment tools<br/>Pupil Database</b> | <b>1195</b> |          |
| <b>Revise KS3 curriculum provision to meet aims for successful learners, confident individuals and responsible citizens.</b> | <b>GW/PB/<br/>FM/SM</b>              | <b>Schemes of work<br/>Resources for MFL, sex education, careers and music</b>  | 1-5      |             | <b>Subject resources and CPD training for teachers.</b>     | <b>2000</b> |          |
| Revise Summative NC Level Record to support levelling in KS3.  | GW                                   | B squared acquired and being used.  | 3        |             | ICT network support   | 1700        |          |
| <b>Restructure the KS2 curriculum provision to meet the Primary Curriculum Review.</b>                                       | <b>GW/DeH/<br/>TM/KOM</b>            | <b>Curriculum for 2011-12 includes emotional literacy, dyslexia, dyscalculia, ICT and music.</b>  | 1-5      |             | <b>IT support with music and ICT</b>                        | -----       |          |
| Review Teaching and Learning policy to account for curriculum provision development.   | SMT                                  | Policy in place following completion of related targets   | 3        |             | Completion of above targets.                                |             |          |

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| Review Assessment policy to include AFL, marking and academic guidance.                            | SMT      | Policy in place  | 3,4,5      |  | Training in Assessment for Learning for Ed staff.  |     |  |
| <b>Begin to embed ICT as central to primary curriculum</b>   | DeH      | <b>Teachers plan and assess with and for ICT across the curriculum.<br/>ICT development plan formulated.</b> | <b>3,5</b> |  | <b>ICT support<br/>CPD for teachers.</b>   |     |  |
| Implement Independence Skills Assessment for pupils  | BK, PP   | Skills assessment completed for each senior pupil.   | 1-5        |  | Key worker admin time.   | 500 |  |
| <b>Design programme to meet needs identified in Independence Skills Assessment.</b>                | PP, RO   | <b>Development of AQA unit award scheme.<br/>Each senior pupil has portfolio evidence.</b>                   | <b>1-5</b> |  | <b>AQA assessor training for 2 senior care staff.<br/>Liaison with Grafham Grange re access to vocational resources.</b> |     |  |
| Extend accredited opportunities for Senior pupils.   | PP, RO   | Cookery<br>First Aid<br>AQA unit award scheme  | 3,4,5      |  | License to cook<br>Enhance pupil 1 <sup>st</sup> aid<br>AQA centre registration.   |     |  |
| Consolidate use of 1:1/ Key Worker contact record sheets   | PP,RO,MS | 1:1 time for each child with key worker  | 1-5        |  | Time allocated from landing based evenings   |     |  |
| Review and enhance activity programme (24hr curriculum).   | RSCWs    | Activity programme enhanced to stimulate/ help develop social progress and ECM outcomes                      | 1-5        |  | Resource to develop:<br>Archery<br>Gardening<br>Fishing<br>Cycling   | 500 |  |
| <b>Maintain outstanding judgement for care and welfare via post OFSTED action plan completion.</b> | SMT      | <b>Post OFSTED plan completed and progress regularly reviewed.</b>   | <b>1-5</b> |  | <b>Detailed in Post OFSTED plan</b>  |     |  |

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| <b>Implement 3 year post OFSTED plan to attain outstanding judgement for Education.</b>  | <b>SMT</b>    | <b>Post OFSTED plan completed and progress regularly reviewed.</b>   | <b>1-5</b> |      | <b>Detailed in Post OFSTED plan</b>                         |       |  |
| Establish Phase 2 of Therapeutic Services review.  | SMT/TSS /HOCS | Review completed: location, current services, additional services, joint/external funding. Action plan written.  | 1-5        |      | TSS, HOCS, SMT review                                       |       |  |
| Consolidate/review the role of Family Support and Inclusion Manager.   | TB, CJ, AT    | Agreed job description and roles and responsibilities.   | 1-5        |      | FSIM, SMT, HOCS review.                                     |       |  |
| <b>INFRASTRUCTURE</b>  |               |  |            |      |   |       |  |
| Create reading for recreation and reference library. Project No 76   | SMTNB GT      | Transfer of books & shelving from entrance to new library  |            | 6/10 | GGSET ICT   | 7000  |  |
| Improve generic learning environments (incl. SW room)taking account of Occupational therapy, pupil needs and curriculum resourcing Project No 88 | SMT DH NB     | Desks, chairs, equipment (incl. ICT) purchased. Classrooms organised to facilitate successful learning (groups and individual). Jupiter class decorated. Improved lighting & wall display facilities |            | 9/10 | GGSET   | 5500  |  |
| Upgrade of server room Project No 59   | NB CC         | Installation of ACU  |            | 4/10 | GGSET, ICT  | 2000  |  |
| Improve security & Fire Safety Project No 50   | NB            | Replacement of MOE door from ICT suite   |            | 6/10 | GGSET   | 1000  |  |
| Refurbishment of Junior 'nurture' landing. Project No 79,81,85   | SMT NB MS     | Managed H & C water system, carpets, built in wardrobes electrical sockets, decorated.   |            | 9/10 | GGSET, protected time for landing clearance & reinstatement | 31200 |  |

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| Upgrade surgery<br>Project No 29  | SMT NBSO | Installation of new lockable units with easy clean surfaces reducing cross contamination |     | 6/10  | GGSET, protected time for school nurse | 5100 |  |
| Court yard refurbishments<br>Projects No 55, 56   | NB VF    | Completion of external decorations   |     | 9/10  | GGSET                                  | 5000 |  |
| Enhance entrances<br>Project No 57 75   | NB MB    | Installation of new fence  |     | 5/10  | GGSET                                  | 4000 |  |
| Play area safety<br>Project No 86   | NB       | Install pale fencing to remove easy access to OOB area                                   |     | 4/10  | GGSET                                  | 1000 |  |
| Phase 1 Electrical installation for New Therapy Suite<br>Project No 80 87   | NB       | Replacement of garage roof & new electrical consumer unit                                |     | 10/10 | GGSET                                  | 5800 |  |
| <b>SCHOOL CULTURE</b>   |          |  |     |       |  |      |  |
| To make all action/development plans available to parents via the website.  | SW       | Action plans as downloads on website.  | 4,5 |       |  |      |  |
| Establish Friends of 'Brantridge School'.   | ?        | Membership and terms of reference established.   | 4,5 |       |  |      |  |
| Evaluate and analyse impact of initiatives and change via pupil, parent and staff surveying.                          | SMT      | Surveys devised and distributed at regular intervals.                                    | 1-5 |       | Analysis spreadsheet for responses.    |      |  |
| Gather, evaluate and analyse pupil views on safeguarding, provision and progress via surveying.                       | BK, MS   | NSPCC tool used, pupil questionnaire, 1:1/key worker records.                            | 2   |       | Analysis spreadsheet for responses.    |      |  |
| Continue to include staff and pupils in School Improvement Planning via meetings, school council, and shared network. | TB       | Evidence in meeting minutes, delegated action plan responsibility.                       | 1-5 |       |  |      |  |

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| <b>Integrate programme of cultural awareness days/activities with curriculum immersion days.</b> | <b>Ed/RSCW teams</b> | <b>Timetable of synchronised events/learning opportunities and responsibilities.</b>  | <b>2,4</b> |  |   |  |  |
| Consolidate assembly programme, extend leading to all teachers.                                  | GW                   | Evidence available via assembly rota, collation of notes.   | 1-5        |  | -   |  |  |
| Involve key workers/ class teachers in multi agency meetings.                                    | SMT, FSIM, SO        | Collaborative input into reporting on individuals. Increased knowledge of the work of other agencies, improved team around the child communication. | 1-5        |  | Report writing training.  |  |  |
| Instigate 'accessing services record' for each pupil that can be shared with parents.            | TB                   | Able to map the change/ reduction in support services required by each pupil over the course of a placement.  | 1-5        |  |   |  |  |
| Extend reach as local training resource.   | SMT/GGSET            | Website to advertise:<br>Food in Schools<br>Child Protection<br>Identify other opportunities.   | 4,5        |  |   |  |  |
| Continued commitment to CPD and mandatory training. To include Governing Body.                   | SMT, HOCS, CoG       | Evidenced through performance management records, INSET schedule and Training file.   | 1-5        |  | Dyslexia- 1 day<br>Assessment for Learning and Moderation- 1day<br>Subject specific training- each teacher 1 day<br>NVQ L4/ 1day training- TA<br>Team Teach tutors/full/refresher<br>Child Protection<br>Equality and Diversity- 1 day<br>Report Writing/Recording<br>1 <sup>st</sup> Aid |  |  |

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|  |                                       |  |     |  | NVQ L 3 x 4<br>NVQ L4 x 3<br>Safeguarding<br>Handling of Medication<br>Conflict Management<br>Nutrition and Health<br>Equality and Diversity<br>Infection Control<br>Safer Recruitment x1 |  |  |
| <b>HUMAN RESOURCES</b>   |                                       |  |     |  |   |  |  |
| Embed peer observation across care and education teams.  | SMT,<br>G/Leaders,<br>Subj<br>leaders | Formats available. Timetabled as part of annual monitoring and evaluation calendar   | 1-5 |  |   |  |  |
| Establish supervision structure across education team.   | SMT<br>teachers                       | Supervision training for key Ed staff.<br>Effective processes for recording and action, timetabled as part of annual monitoring and evaluation calendar. | 3   |  | Supervision training.<br>Protected PPA time/Line manager admin time.  |  |  |
| Continue cycle of performance management.  | SMT, Line<br>managers                 | Appropriate allocations. Data available for Head teacher analysis, review and reporting.   | 3   |  | Protected PPA time/Line manager admin time.   |  |  |
| Review staffing levels and structures- including feasibility studies for new/additional roles in school. | SMT                                   | Staffing requirement/ aspiration document completed.   | 1-5 |  | Financial information relating to payroll costs/ income streams and expenditure priorities.   |  |  |
| Audit and review job descriptions and professional standards/conduct guidance.                           | SMT                                   | 3 layered documents available to staff to assist in identifying performance, recruitment needs, responsibility, and career                               | 1-5 |  |   |  |  |

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|   |            | development.   |     |  |  |     |  |
| SMT and Admin Officer to use HRNET database to support operational and strategic management.  | SMT, SW    | Information regularly and systematically inputted to HRNET.<br>Pupils/HR/communication/other agencies. | 1-5 |  | Database training and support for staff.<br>Increased staff access to IT hardware.<br>IT office suite. |     |  |
| Extend the capacity of the Governing body.  | CoG, TB    | New Governors identified and inducted.   | 4   |  | Chair of Governors support.<br>Advertising capability.   |     |  |
| Cement the Independent Visitor role and effectiveness.  | SMT, HOCS  | Additional IV identified and inducted.<br>Review of report format used by IV.                          | 1-5 |  | HOCS support.  |     |  |
| <b>PUBLIC</b>   |            |  |     |  |  |     |  |
| Maintain website with current content and interactive capability.   | SW         | Web based information current on a monthly basis. Parent interaction monitored.                        |     |  | Admin officer time protected.  |     |  |
| Continue to publish monthly newsletters to partner authorities extend to parents via parentmail/website.                            | SW         | Newsletter catalogue available on website. Feedback gathered.  |     |  | Admin officer time protected.  | 300 |  |
| Review, revise and update staff handbook, prospectus, parent/carers handbook, pupil prospectus.                                     | SMT        | Current editions available in school and via website.  |     |  | IT Publishing software.  | 750 |  |
| Integrate pupil database into operational working of the school to support communication of achievement, attainment and progress to | SMT<br>All | Regular information going to; pupils, parents, LA, governors, other professionals around the child.    |     |  | Database training and support for staff.<br>Increased staff access to IT hardware.<br>IT office suite. |     |  |

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| appropriate audiences. |  |  |  |  |  |  |  |
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