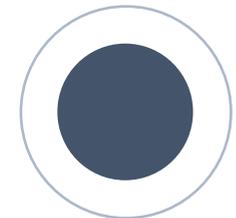
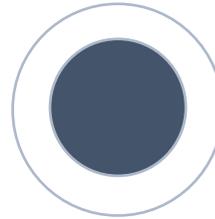
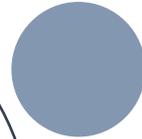




# School Improvement Plan

## 2023-2024



# School Improvement Plan 2023-2024

## Contents:

<b>Introduction</b>	Self-Grading/Key
	Priorities
<b>School Improvement Plan</b>	Quality of Education
	Behaviour and Attitudes
	Personal Development
	Leadership and Management

## Self-Grading/Key

Ofsted Area	Grading
Overall Effectiveness	Outstanding
Quality of Education	Outstanding
Behaviour and Attitudes	Outstanding
Personal Development	Outstanding
Leadership and Management	Outstanding

## Key to tables:

Colour:	Who:
Purple	SLT/Lead Practitioners/Governors
Grey	Subjects Leaders/Teachers
Pink	TAs/Cover Supervisor/Support staff
Blue	Support Agency Partners



# School Improvement Plan

## Priorities



### Headline Areas for Improvement

1. Further raise progress and outcomes in Science to ensure they meet the school's outstanding threshold.
2. Ensure reading practices are high profile, promoting our 'love to read' agenda.
3. Reduce 10 highest office referred pupils' behaviour incidents, reducing their office referrals by at least 25% (this will also support the reduction of behaviour incidents of pupils in receipt of pupil premium).
4. Ensure the RE (+ Geography) curriculum is broad, balanced and offers challenge.
5. Ensure the Woodlane staff team is strong, with complimentary skills.



# School Improvement Plan

The Quality of Education



## Quality of Education – Woodlane Outstanding Criteria

- The curriculum is broad and balanced, curriculum maps are clear and broken down into content and components; they are sequenced in a logical progression, systematically and explicitly.
- The curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future.
- Staff are vigorous in teaching pupils to read and developing pupils' reading skills:
  - ✓ We are determined that every child will learn to read.
  - ✓ The love of reading is an embedded school culture.
  - ✓ The school's reading curriculum is clear and broken down into content and components.
  - ✓ The school uses a variety of methods to teach reading fluency, including phonics and orthographic strategies, based on an individual needs.
  - ✓ The assessment of pupils' reading supports the identification of those pupils needing extra support
- The school's Maths curriculum is clear and broken down into content and components.
- Teachers have expert subject knowledge. The vast majority of staff state the school makes appropriate provision for their professional development in the staff questionnaire.
- Teaching and learning is outstanding (using the Woodlane 'Outstanding Teaching and Learning' criteria) in the majority of subjects and at least good in the remaining subjects or rapidly improving.
- Assessment and data inform teaching and learning.
- The vast majority (97% or above) of pupil progress expectations are met or exceeded overall each academic year.
- The majority (50% or above) of pupil progress expectations are exceeded each academic year.
- The vast majority (80% or above) of pupil outcome expectations are met or exceeded overall each academic year (national tests).
- The majority (50 % or above) of pupil outcome expectations are exceeded each academic year (national tests).
- Virtual learning is used where pupils are absent but well enough to learn.
- Pupils develop the 'Cultural Capital' they need to exceed in life and teachers ensure they plan the areas outlined in our 'Cultural Capital Provision Map'.
- Book Looks (work scrutiny) confirms that pupils are progressing well and the knowledge and skills they have learned are well sequenced and have developed incrementally.
- The vast majority of pupils confirm in the pupil questionnaire that they are taught well.

- The vast majority of staff confirm in the staff questionnaire state that the school successfully meets the differing needs of individual pupils.
- The School Improvement Advisor (SIA) confirms the school's evaluation through various activity, including Deep Dives.

### Areas for Improvement

- Further raise progress and outcomes in Science to ensure they meet the school's outstanding threshold.
- Raise the progress and outcomes of the following groups to ensure they meet the school's outstanding threshold:
  - pupils in receipt of pupil premium, particularly in English and Math (good to outstanding)
  - girls in English and Science (from good to outstanding)
  - pupils in Year 9 and Year 11 (from Good to Outstanding and from RI *rapidly improving* to Good+ in Science).
- Explore inconsistent data in:
  - ethnicity groupings across the year, particularly the WOTH cohort in English and Maths.
  - SEND groupings, particularly MLD pupils in Maths and Science.
- Ensure teaching, learning and assessment practices are outstanding in Humanities.
- Ensure reading practices are high profile, promoting our 'love to read' agenda.
- Raise the proportion of pupils exceeding outcomes in RE and Geography.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Continue with the weekly booster 'Recovery' lessons, including reading, literacy, Science, and enrichment. Recovery will be planned in response to areas of interest or improvement within the data.	MU/NM/ Recovery teachers	Spring Term			
Further improve Year 7 Science lessons, (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.	MU/JE	Autumn Term			
A trainee teacher (PGCE) to join the school from February to work alongside the Science teacher in post.	MU/SP	Spring Term			
Science subject leader to continue to provide targeted resources to non-subject specialists.	MU	Autumn – Summer Term			
Supply Science Teacher to provide targeted support to named pupils in the Summer Term, 2 days a week.	MU/Supply	Summer Term			
Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.	MU	Spring Term			
Assistant Head to continue offer high level of support where required to Science teacher.	SC (KIT Days)/MU	Autumn – Summer Term			
Schedule Pupil Premium training for staff around common barriers, including, 'What do	TH	Spring Term			

I do to support pupils in receipt of Pupil Premium?'				
Offer training and support on a whole school level (and to individual staff/SLT where required) to support the teaching of pupils from areas with high deprivation.	<b>TH/All Staff</b>	<b>Spring Term</b>		
Implement the EEF strategy on improving progress amongst pupils in receipt of PP: <ul style="list-style-type: none"> <li>- Diagnose pupils' receiving PP individual needs.</li> <li>- Use strong evidence to support a strategy.</li> <li>- Implement strategy.</li> <li>- Monitor and evaluate strategy.</li> </ul>	<b>SLT</b>	<b>Spring Term</b>		
Improve the progress of Girls in English so they are in-line with the progress of Boys, through increased awareness, targeted resources and rewards. Girls invited to support the redevelopment of the library area to provide a 'calm place' for reading.	<b>NM</b>	<b>Autumn – Summer Term</b>		
Explore inconsistent data in: <ul style="list-style-type: none"> <li>• ethnicity groupings across the year, particularly the WOTH cohort in English and Maths.</li> <li>• inconsistent data within SEND groupings, particularly MLD pupils in Maths and Science.</li> </ul> Based on discoveries, rectify any issues.	<b>TH</b>	<b>Autumn Term</b>		
Vocational studies to offer a greater number of UAS, including some at L1 alongside those offered at EL3, to cater for contextually higher ability.	<b>SW (TH to support)</b>	<b>Autumn Term</b>		

Ensure further integration of NCFE qualification within the school's usual qualification practices e.g. only exam's officer makes entries, sets exam period and downloads grades, for consistency and improve OFQUAL compliance.	RF	Autumn – Summer Term		
Targeted support scheduled for both Humanities teachers to raise teaching and learning to outstanding.	SW/LG/TH/JJ	Autumn – Summer Term		
All subjects, including Humanities, to record evidence informed practice in their subject policies.	Subject Leaders	Autumn Term		
SIA visits to focus on 'love to read' programme and key priorities from the SIP. Meetings, deep dives and lesson observations take place.	SIA/SLT/NM/ED	Autumn - Spring Term		
Create a 'love to read' provision map, which celebrates excellent practice and make available on the school website.	NM/ED/SC	Autumn Term		
Create a subject specific book display in every classroom. TA competition with prize.	TAs	Spring Term		
Apply for funding for books and restock library with books serving pupil interests.	NM/ED/SC (KIT Days)/selected TAs	Autumn – Spring Term		
Schedule book fair.	NM/ED	Spring Term		
Training is scheduled and provided by the English Subject Leader on the interpretation of reading ages and how to support pupils further.	NM	Spring Term		

Schedule presentation to governors regarding our 'love to read' agenda. A governor visit to take place with feedback provided in the following Raising Achievement Panel.	NM/ED/SC/ Governor	Autumn Term			
To raise the profile and use of Makaton across the school. Teacher to train as a Makaton trainer. Schedule new staff training and wider staff updates. Offer targeted TA/Teacher support where required.	SWi	Autumn – Summer Term			
					£60,000
<i>Key</i>					
<i>Mid-Year: Achieved On track to achieve Further focus required</i>					
<i>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</i>					



# School Improvement Plan

## Behaviour and Attitudes



### Behaviour and Attitudes – Woodlane Outstanding Criteria

- The school is safe, calm and orderly. This is confirmed in the staff, pupil and parent questionnaire.
- Visitors to the school often describe the school as calm.
- There are clear routines and expectations of behaviour across the school, our positive behaviour policy is consistently applied and staff state this in the staff questionnaire.
- Behaviour data informs practice and identifies where support is needed, including individuals and groups.
- Pupils display positive attitudes to learning, as identified through staff feedback, in-class assessment and the PASS survey. Pupils showing *high satisfaction with their school experience* are classed as those in the 31<sup>st</sup> – 100<sup>th</sup> percentile nationally.
- Pupils feel safe. The vast majority of pupils state this in the pupil questionnaire.
- Staff feel pupils are safe. All staff state this in the staff questionnaire.
- The school has clear policies regarding harmful sexual behaviours, appropriate sanctions and support are always given. Pupils are taught consistent messages across the curriculum.
- The school has low incidents of bullying, racism, sexism etc. however, where they are identified action is taken swiftly and proportionately.
- Suspensions remain extremely low and are not persistent for named pupils. Support is given to pupils on return from suspensions, parents are actively involved.
- Permanent exclusions are extremely low or there are none.
- Physical interventions are extremely low or there are none.
- There is a strong focus on attendance and punctuality, data informs practice and identifies where support is required, including individuals and groups.
- Attendance is above the national average for special schools.

## Areas for Improvement

- Reduce Year 9 pupils behaviour incidents (3 named pupils), reducing the number of office referrals by at least 25%.
- Reduce the incidents of VAT by at least 50%.
- Reduce 10 highest office referred pupils' behaviour incidents, reducing their office referrals by at least 25% (this will also support the reduction of behaviour incidents of pupils in receipt of pupil premium).
- Reduce Science (6 pupils) and Humanities (5 pupils) referrals by at least 25%.
- Raise attendance from 87.8% to at least 90%, with a focus on:
  - pupils in receipt of pupil premium.
  - Year 9 and Year 11 pupils.
- Raise the attendance of 3 pupils with emotional based school avoidance.
- Raise attendance of White British pupils from 81.9%, above the national average of 86.8%.
- Improve the punctuality of 8 named pupils.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Meet with parents of highest office referred pupils (10) to design positive behaviour plans.	RM	Autumn Term			
Schedule therapy dog sessions for 2 named pupils in the highest office referred category to ensure they receive positive interventions.	JJ	Autumn – Summer Term			
Schedule MIND sessions for 2 named pupils in the highest office referred category.	RM	Autumn Term			
Ensure staff are using early intervention and developmentally appropriate strategies with NC pupils.	RM/ED	Autumn – Summer Term			
Continue behaviour reward trips for pupils displaying excellent behaviour.	RM	Autumn – Summer Term			
Hold a pupil conference to explore and reflect on high office referrals in Science and Humanities. Implement ideas from conference.	RM	Autumn Term			
Deputy to offer targeted support to Science and Humanities teachers to aid the improvement of behaviour in these subjects.	RM	Autumn – Summer Term			
Teacher and TA in Humanities (6) and Science (5) receive direct support/training from SLT to ensure relationships are strong with named pupils.	RM	Autumn Term			

Explore VAT referrals and introduce appropriate categories to reflect the lower level nature of some referrals.	<b>RM</b>	<b>Autumn Term</b>		
Continue zero approach to VAT.	<b>SLT</b>	<b>Autumn – Summer Term</b>		
Schedule training for supporting pupils with emotion-based school avoidance. Implements strategies based on training.	<b>RM/CP</b>	<b>Autumn Term</b>		
MMH lead HLTA to ensure high level of pupil and parental contact for 3 pupils with emotion-based school avoidance.	<b>RM/CP</b>	<b>Autumn – Summer Term</b>		
MMH lead HLTA to schedule home tuition and visits for 3 pupils with emotion-based school avoidance (this will also support the raising of attendance for pupils in the White British category).	<b>RM/CP</b>	<b>Autumn – Summer Term</b>		
Ensure Year 11 pupil who displays emotion-based school avoidance gains a set of selected qualifications – Science, Maths and English if possible.	<b>CP/MU/SP/NM</b>	<b>Autumn – Summer Term</b>		
Schedule formal governor visit to explore current MMH practice.	<b>CP/Governor</b>	<b>Summer Term</b>		
Continue positive attendance rewards.	<b>RM</b>	<b>Autumn – Summer Term</b>		
Provide 95% + whole school attendance party if target is reached.	<b>RM/AS</b>	<b>Autumn – Summer Term</b>		

Letters sent home to parents indicating punctuality concerns.	RM/Office	Autumn Term			
Link attendance rewards to punctuality, communicate changes to pupils in assembly.	RM	Autumn Term			
Travel trainer to schedule training for named pupils to indirectly improve punctuality.	RM/MB	Spring-Summer Term			
School to explore the use of the local authority 'fine' scheme for parents of pupils who persistently do not attend and attend holidays in term time.	RM/SLT	Autumn Term			
School to work with external agencies, ACE, Early Help team to develop ways to improve punctuality and attendance.	RM	Autumn – Summer Term			
					£10,000
<b>Mid-Year: Achieved On track to achieve Further focus required</b>					
<b>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</b>					



# School Improvement Plan

## Personal Development



### Personal Development – Woodlane Outstanding Criteria

- The PSCE (including sex and relationship education) curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. PSCE contributes positively to pupils' personal development.
- The RE curriculum is board and balanced, curriculum maps are clear and broken down into: content and components; they are sequenced in a logical progression, systematically and explicitly; the curriculum is ambitious and designed to give disadvantaged and pupils with SEND the knowledge they need for the future. RE contributes positively to pupils' personal development.
- Extra curricula activities are varied, available daily and participation is high.
- Theme days offer rich experiences to pupils which strengthen our school offer.
- Our 'Cultural Capital Provision' is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. Our 'Cultural Capital Map' communicates practice clearly.
- Our school values are imbedded in all our practice:



kindness



tolerance



honesty



independence



effort



aspiration



resilience



achievement



respect

- We actively promote, develop and deepen pupils' understanding of the fundamental British values, including: democracy; the rule of law, individual liberty and mutual respect. We have an active school council which promotes democracy and includes all pupils in decisions made about their school.
- The school promotes an inclusive environment.
- The school provides high quality pastoral support in the following areas:
  - ✓ healthy lifestyles
  - ✓ mental health
  - ✓ healthy relationships (we help develop the character of pupils, ensuring they behave with integrity and cooperate consistently well with others. We develop pupils' understanding of right and wrong).

- Online safety is high profile and parents are well supported in this area. We support with out of school concerns.
- Our boarder school activities encourage spiritual, moral, social and cultural development.
- Criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- We prepare pupils for the next stage of their education well:
  - ✓ pupils are actively involved in the world of work e.g. through work experience, external visitors, educational visits and the skills/experiences of a range of school staff.
  - ✓ we offer strong careers advise, using the Gatsby Benchmark criteria, we score highly in our assessment (all pupils receive unbiased information about potential next steps and high-quality careers guidance).
- The School Improvement Advisor (SIA) confirms the school's evaluation through various activity, including Deep Dives.

#### Areas for Improvement

- Ensure the RE (+ Geography) curriculum is board, balanced and offers challenge.
- Following the full integration of the MMH cohort, maintain strong mental health and well-being support for staff and pupils.
- Ensure strong practice continues in PSHCE following recruitment of a new teacher.
- Maintain and strengthen further our parental engagement.
- Support 3 named pupils in the development of their eating habits.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
RE (+ Geography) curriculum map are redesigned, the map is clear and broken down into components.	SW (supported by JJ)	Autumn – Summer Term			
RE (+ Geography) schemes of work are rewritten based on the newly designed curriculum maps.	SW (supported by JJ)	Autumn – Summer Term			
Interim Book Looks are scheduled to ensure RE (+ Geography) books are in line with whole school practice.	SC (KIT Days)/SW	Autumn – Summer Term			
Schedule counselling sessions for named pupils with the MMH lead HLTA.	RM/CP	Autumn – Summer Term			
Schedule MIND and Respond sessions for named pupils.	RM/CP	Autumn – Summer Term			
Residential to Barcelona to take place. Ensure strong risk assessment, preparation and review on return.	TH/CP	Autumn Term			
Introduce So Safe SRE programme for our lowest ability pupils.	SB/ED/SWi	Autumn – Summer Term			
OT to plan and implement programme supporting pupils' self-care skills, focusing on changing for PE.	HV/RR	Spring Term			
Explore sensory eating difficulties programme and attend training.	HV/DB	Spring Term			

Schedule sensory eating difficulties programme based on the training for 3 named pupils.	HV/DB	Spring Term		
Schedule joint planning sessions for Science and PSHE subject leaders so ensure strong SRE coverage on a cross curricula basis.	SB/MU	Autumn Term		
Schedule supportive observations, including Book Looks, for new PSHE teacher to ensure high quality teaching and learning, provide support where required.	CM/JJ/TH/SB	Autumn Term		
SIA to undertake Deep Dive in PSHE.	SB	Autumn Term		
SIA to undertake repeat Deep Dive in RE (+ Geography).	SW/JJ	Spring Term		
Schedule governor visit to explore parental engagement.	JE/Governor	Spring Term		
Parental engagement improves through the lead teacher's engagement with, and completion of, the Leading Parent Partnership award.	JE	Autumn – Summer Term		
Advertise Friends of Woodlane membership, encouraging more parents to join.	JE/Governor/ AS	Spring Term		
Schedule parent workshops in the following areas: <ul style="list-style-type: none"> <li>- E Safety</li> <li>- Puberty</li> <li>- Phonics and Reading (Nurture and Year 7 parents)</li> </ul>	SI/SB/ED/SH/ NM/SP	Autumn – Summer Term		

- Maths (parent and pupil)					
					£5000
<i>Key</i>					
<p><i>Mid-Year: Achieved On track to achieve Further focus required</i></p> <p><i>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</i></p>					



# School Improvement Plan

## Leadership and Management



### Leadership and Management – Woodlane Outstanding Criteria

- Child protection and safeguarding practices are robust:
  - ✓ staff maintain an, *'it could happen here'* attitude, staff are confident about sharing concerns
  - ✓ pupils are confident to share concerns
  - ✓ DSLs are well trained
  - ✓ DSLs ensure that all staff understand their roles and responsibilities
  - ✓ DSLs ensure staff are well trained, training is active and staff must engage
  - ✓ DSLs ensure child protection records are well maintained, using CPOMS and Staff Safe
  - ✓ DSLs ensure appropriate, proportionate action is taken in regards to concerns
  - ✓ our safer recruitment policy is clear
  - ✓ our single central record is well maintained by the SBM and checked by DSLs and governors
  - ✓ all staff state the pupils are safe in the staff questionnaire
  - ✓ Safeguarding and child protection LA audit is strong
- Leaders and governors have a clear and ambitious vision, which is shared by the staff. Leaders have high expectations of pupils in all areas.
- Leaders actively support the behaviour management of pupils and in improving behaviour where required.
- Leaders attention to the quality of education is unwavering, this is confirmed in the staff questionnaire.
- Leaders ensure professional development is highly focused and effective, leading to improvements. Professional development is the responsibility of senior and middle leaders, who share their expertise through training and workshops.
- Staff consistently report high levels of support for well-being issues.
- Leaders engage with staff regarding workload. Deadlines are shared at the start of the academic year in our 'Plan of the Year', they have been carefully considered to ensure they are well distributed.
- School improvement planning is data informed and shaped by the entire community. The school improvement plan tackles smaller areas for improvement to ensure they do not grow into larger ones. School improvement planning is used as an example of best practice with the wider community.
- Leaders swiftly hold staff to account where required. Leaders ensure staff are free from harassment and bullying.
- Leaders engagement with the community is high. Leaders have an open-door policy for staff, parents and pupils, this genuinely used.

- Governors ensure:
  - ✓ statutory duties are met
  - ✓ resources are well managed through the finance committee
  - ✓ pupils' achievement is strong through the raising achievement committee
  - ✓ they are active, they visit formally and produce governor visits reports
- The use of pupil premium and catch up funding is used effectively to tackle areas for improvement, this is clearly reported on.

### Areas for Improvement

- Streamline of SEF/SIP documents to ensure information is more accessible to a wider audience.
- Further improve the physical environment and facilities to ensure teaching and learning is supported by an inspirational environment (linked to 5 Year strategic plan).
- Ensure the Woodlane staff team is strong, with complimentary skills.
- Ensure staff workload is well considered and planned.
- Gain relevant accreditations.
- Safeguarding and Child Protection practices remain outstanding.

What?	Who? (Lead)	When? (Date)	Mid-Year Review	End of Year Review	Cost (£)
Resign SEF/SIP based on Ofsted Framework, ensuing it is streamlined and reduces repetition.	CM/TH	Autumn Term			
Carry out vigorous recruitment processes to hire outstanding staff in the following areas: <ul style="list-style-type: none"> <li>Senior school business manager</li> <li>PSHCE subject leader</li> <li>Senior TA</li> <li>Science technician</li> <li>Teaching assistants</li> <li>Science teacher (in advance of retirement)</li> </ul>	CM (KIT days) /SC (KIT days)/LF	Autumn Term			
Advertise for interim headteacher for substantive headteacher's maternity leave.	CM/Chair of governors	Autumn Term			
Redesign lead practitioner position and advertise, ensure successful candidate is in post to support with headteacher's maternity leave.	CM	Autumn Term			
SENDCO to enrol in accredited SENDCO qualification.	JJ	Autumn Term			
Schedule opportunities for school visits to share best practice.	CM/TH	Summer Term			
Schedule high quality training throughout the academic year.	SLT/Middle Leaders	Autumn – Summer Term			

Increase the number of first aid trained staff.	<b>BS/DB</b>	<b>Autumn Term</b>		
Gain quotes for refurbishment of the library and book refurbishment.	<b>CM</b>	<b>Autumn Term</b>		
Schedule build of 2 x Nurture classrooms at the back of the school, closely work with quantity surveyor and successful builder.	<b>CM (KIT days)</b>	<b>Spring Term</b>		
Book Tannoy system install.	<b>CM/TH/DB</b>	<b>Spring Term</b>		
Trial school-wide teacher flexible work arrangement, assess impact and feedback to governors.	<b>CM</b>	<b>Autumn – Summer Term</b>		
Gain the Artsmark Accreditation: Continue to embed Artsmark practices; explore a personal development assessment system; maintain a rich arts curriculum.	<b>SC/RF</b>	<b>Autumn – Summer Term</b>		
Policies are updated, based on new keeping children safe in education guidance.	<b>CM (KIT Days)</b>	<b>Spring Term</b>		
Schedule safeguarding and child protection review with LA lead.	<b>CM/Megan Brown</b>	<b>Autumn Term</b>		
Schedule safeguarding and Prevent training.	<b>RM</b>	<b>Autumn – Spring Term</b>		
Schedule keeping children safe in education training and task for staff.	<b>CM</b>	<b>Autumn Term</b>		
Deputy Headteacher (Behaviour and Attendance) to become Lead DSL in the	<b>RM</b>	<b>Spring – Summer Term</b>		

absence of the substantive Headteacher on maternity leave.				
New PSCHE subject leader to attend DSL level training to enhance safeguarding and child protection knowledge.	<b>SB</b>	<b>Spring Term</b>		
Ensure Covid risk assessment is updated.	<b>CM/TH</b>	<b>Autumn Term</b>		
Schedule safer recruitment training for relevant staff.	<b>RM/BS</b>	<b>Spring Term</b>		
Update Physical Intervention plans.	<b>RM</b>	<b>Autumn Term</b>		
Schedule Team Teach training for core staff.	<b>RM</b>	<b>Autumn Term</b>		
Carry out safeguarding and child protection audit.	<b>CM (KIT days)</b>	<b>Spring – Summer Term</b>		
Schedule governor visit to explore safeguarding and child protection practices.	<b>RM</b>	<b>Spring Term</b>		
Ensure consultations are appropriately reviewed and responses are made to the LA within the statutory deadlines in maternity leave.	<b>CM (KIT days)</b>	<b>Autumn – Summer Term</b>		
Review reporting and monitoring reports/data and feedback in maternity leave.	<b>CM (KIT days)</b>	<b>Spring – Summer Term</b>		
Coordinate, review and update policies in maternity leave.	<b>CM (KIT days)</b>	<b>Spring – Summer Term</b>		

Continue to shape and offer support to the senior leaders in maternity leave. Attend and contribute to regular SLT and governor meetings. Monitor plan of the year and progress towards SIP targets.	CM/SC (KIT days)	Spring-Summer Term			
					£300,000 (approximately £200,000 from LA)
<i>Key</i>					
<p><i>Mid-Year: Achieved On track to achieve Further focus required</i></p> <p><i>End of Year: Achieved Partially achieved (add detail if required) Not achieved (please detail)</i></p>					