

School Improvement Plan 2020 - 2021



The School's Key Priorities

Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.

Maintain high standards of behaviour and maximise social and personal development including emotional wellbeing.

Strengthen leadership to deliver a continually improving school; enabling staff to develop and pupils to excel.

The aims and values of the school

"Achieving Together!"

The over-riding aim of our school is to provide an inclusive education in the most real sense; preparing pupils to take a confident and active place in society well prepared to meet the challenges of adult life, including the world of work and continuing education.

We believe that all children are entitled to a form of education that will support them to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve improved economic well-being.

All adults working at and with The Priory School are firmly committed to this philosophy, which is expressed through a programme of continuous curriculum review and development aimed at maintaining high standards of teaching and learning and within an environment that positively promotes and expects mutual respect.

Aims and Values

1. To promote pupils' personal, social, emotional and academic development in a happy and caring community.
2. To deliver a wide ranging and enriching curriculum that can be adapted to meet the needs of all pupils.
3. To help pupils develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
4. To develop, in pupils, a sense of self-respect, happiness and well-being that enables them to express themselves and have their voice heard.
5. To promote staff and governor development enabling all to contribute effectively towards the aims of the school.
6. To encourage the support and co-operation of parents in every aspect of their child's education.
7. To encourage pupils to play a positive and responsible part in their own education, to care about the community, both in and out of school, and to behave in an acceptable and considerate manner.
8. To help pupils understand the world in which they live and to instil a respect for religious and moral values, together with a tolerance of other races, religions and ways of life.
9. To help pupils acquire knowledge and skills relevant to adult life preparing them for the future.
10. To appreciate and celebrate human achievement in all aspects of education and life.

Synopsis of achievements in the last school year

The academic year 2019 - 2020 saw excellent progress towards a set of challenging school improvement priorities. Initial 2019 - 2020 data analysis evidences that an overwhelming majority of pupils made good or better progress in Maths, English and PSD. Lesson observations, learning walks, work book appraisals and assessment data submitted indicated that the all teaching and learning was consistently good or better standard with 69% of teaching staff delivering consistent outstanding practice, across all areas, over the course of the last 12 months.

Higher attaining pupils (GCSE) were unable to sit formal examinations last year due to the coronavirus outbreak. Examination results were based on teacher judgements following rigorous scrutiny of work completed and mock examinations to date. Pupils achieved fantastically well with results ranging from a level 6 to 2. All pupils entered for a GCSE examination came away with a pass. The overall summary of outcomes has also been really positive. All pupils obtained nationally recognised accreditations and all pupils secured qualifications at Entry level or above in line with or above their predicted grades. 100% of year 11 pupils moved on to further education.

Other achievements during the past year include:

- The school continues to enjoy a good reputation in the local area and we continue to receive applications for places from parents as a result. Numbers remain very strong, with most year groups running at capacity.
- There were no permanent exclusions and incidents of challenging behaviour are well managed.
- The school's OFSTED inspection was positive with the school being acknowledged as *Outstanding*.
- The school's external moderation/evaluation agreed with the judgements made in the SEF.
- Ongoing improvements to the building and teaching spaces have impacted positively on learning. The Forest School provision has been utilised to excellent effect and the refurbishment of areas of the school such as KS4 and Priory Extra continue to positively impact on the groups utilising these areas.
- The Trust's Safeguarding Health Check evidenced that procedures are secure and that pupils are safe and well looked after.

Vision for the next three to five years

1. CONTEXTUAL FACTORS

1. The school is at the forefront of the local authority's re-organisation of SEND provision. The Priory and Garth Schools are to amalgamate to form an all needs Special School for all children locally. The two schools now operate with a substantive Head Teacher. Each school has a SLT who work closely and meet on a regular basis. There is already a healthy flow of pupils and staff between the two settings which will help lead to a smooth transition to one school on two sites.
2. There is no doubt that the pupil population continues to change. It is expected that a greater number of pupils will present more complex learning and behavioural needs. The curriculum offered by the school will need to be kept under constant review in the light of these changing needs, as will our styles of curriculum delivery. The rise in academically higher functioning pupils continues and the associated accreditation offer requires regular review.
3. The Priory and Garth Schools converted to Academy schools within CIT in March 2016. Membership within the CIT family of schools and affiliation to the LEARN Teaching School has begun to impact positively on assessment, curriculum design and teaching and learning.
4. The Priory and Garth Schools will develop opportunities to share best practice with mainstream partner schools within the South Holland area and further afield.

2. CURRICULUM & PUPIL LEARNING

1. The school has well established and robust data management systems for analysing pupil progress. The move away from nationally recognised level descriptors for progression will be kept under close review and relevant staff will work closely with similar schools to ensure useful progression measures are developed.
2. The development of closer links with the Garth School to expand upon curriculum and learning opportunities will continue to be a priority in view of the movement towards an amalgamated school.
3. Increased emphasis is being placed on developing and extending both vocational and life-skills provision and training. Accreditation opportunities are regularly evaluated and extended to suit the needs of the pupils. It remains a core aim of the school to ensure that pupils are well prepared for the challenges of adult life, including the world of work and further education, and this aim is highly valued by parents.
4. Subject leaders will continue to drive school improvement through annual curriculum action plans (CAPs). Work continues to further develop the scope and effectiveness of subject leaders. Subject leaders will be expected to develop a clear intent for their curriculum area before implementing effective change. SLT will work with subject leaders to measure the impact and drive improvement.
5. The use of ICT in general will continue to develop, both as a skill in its own right and as a cross-curricular aid to learning. The school will prioritise the extension and development of its ICT infrastructure to improve teaching and learning throughout.

3. STAFF DEVELOPMENT / SCHOOL MANAGEMENT

1. The school is committed to providing staff with the opportunity to develop their skills and build their careers here. Five teachers are now employed at the school having trained through a School Direct ITT route with us. All staff have obtained Tier 1 ASD training and many have obtained Tier 2. Due to the positive impact of previous ASD training in 2018-19 all new staff will complete Tier 1 training. Two members of staff will receive Tier 3 training and these staff will take a lead in dissemination of good practice across the school.
2. The school will continue to support staff who wish to follow courses of training leading to formal accreditation. The school therefore remains committed to supporting in-house development of staff and will seek to provide career development opportunities to staff that contribute to enhancing the future capacity of the school and the wider trust. We will develop further our links with the LEARN Teaching School (part of CIT) to provide accredited staff development opportunities.
3. The school is committed to developing the role and skill base of Teaching Assistants and support staff. In light of health authority cuts and a reduction in SALT and OT service levels to schools, the further development of specific roles for TAs in these areas will continue to be a priority.
4. Staff confidence and competence in using ICT, both as a personal professional tool and as a curriculum resource, will continue to develop in importance. As the school moves more and more towards electronic systems of reporting and recording, good ICT skills amongst staff become increasingly crucial. The school will continue to support staff with appropriate advice and training.
5. The health and welfare of all staff is a vital component in any school's success and our policies and practices in this respect will be reviewed and developed though meeting the Healthy Schools Standard

4. PREMISES AND MATERIAL RESOURCES

1. The high standard of buildings and grounds currently enjoyed will be maintained and enhanced. The provision of a high quality and attractive environment is a very high priority. Not only is it important that staff and pupils should have a good working environment but it is essential that the message our building and grounds give out to parents and visitors is one of quality - special education is not a second-rate type of provision but a very real quality alternative to mainstream school.
2. As a result of sound financial planning, the school has been able to fully fund all bids for curriculum resource development for the past five years. Last year's spend on curriculum development was £27,000 and this year's curriculum budget will be £27,000.

5. PUBLIC RELATIONS AND COMMUNITY

1. Broadcasting the work, successes and achievements of the school will continue to be a priority.
2. Seeking external accreditation for success is an important aspect of the school's public relations and a vital element in our contribution to developing an inclusive approach to education as defined in the Lincolnshire County Plan for Special Educational Needs.
3. Links with community groups across the whole of our catchment area need to be developed, both in terms of making the wider community more aware of our school and accessing financial and other help for pupils across the region.

6. THE SCHOOL AS A WHOLE

1. The school is well regarded within the community and its relationship with the local Authority is very strong.
2. Staff and Governors are firmly committed to the philosophy of the school as expressed in the school's mission statement and aims of the school. This strong consensus about the very purpose of the school is a major strength and will continue to drive school development and improvement.
3. The school is committed to strive toward achieving outstanding outcomes for pupils, staff and families alike in all areas.

School Improvement Plan 2020 - 2021

Aim: Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.		
Quality of Education	Intent	<ul style="list-style-type: none"> To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions.
	Implementation	<ul style="list-style-type: none"> Increase the proportion of outstanding teaching across the school. Improve the teaching of core literacy and mathematic knowledge and skills. Ensure that teaching, resources, attitudes and the learning environment meets the individual needs of all pupils. Continue to ensure that all pupils are appropriately challenged in all lessons. All pupils to have a greater awareness of their individual Educational Health Care plan targets. Ensure there is a clear continuity of learning procedure in place for those pupils who must isolate so all pupils continue to have access to high quality learning.
	Impact	<ul style="list-style-type: none"> 100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets. Maintain high standards of qualification outcomes with 100% of pupils in Year 11 achieving a qualification, meeting predicted grades, in English and mathematics.
Aim: Maintain high standards of behaviour and maximise social and personal development including emotional wellbeing.		
Behaviour and Attitudes	<ul style="list-style-type: none"> To maintain overall pupil attendance above 92%, embed monitoring and support programmes for pupils with attendance below 95%. Embed new procedures, policies and ethos around the positive management and support for pupils whose behaviours challenge Ensure effective support is provided to all pupils to manage the planned organisational changes in relation to COVID-19, therefore ensuring pupils behaviours and attitudes towards learning remain positive. 	
Personal Development	<ul style="list-style-type: none"> Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies. Continue to raise pupil awareness and engagement in EHCP process. 	
Aim: Strengthen leadership to deliver a continually improving school; enabling staff to develop and pupils to excel.		
Leadership and Management	<ul style="list-style-type: none"> Continue to develop a clear change management plan in readiness for school amalgamation. Continue to embed the key stage lead teacher roles into the school leadership structure. 	

Quality of Education

Improve the learning experiences and outcomes of pupils at all key stages ensuring that all individual needs are catered for.

Strategic lead: HTeacher MBF

Link Governor: Full Governing Body

Outcomes

What will continue?

- ✓ Pupils will make expected or more than expected progress in Core Curriculum Subjects.
- ✓ Continue to ensure that all pupils are appropriately challenged in all lessons.
- ✓ Underachieving pupils will have personalised Intervention Plans and make outstanding progress, closing the attainment gap relative to their peers.
- ✓ Attainment against EHCP Outcomes will be high.
- ✓ Students in Key Stages Four will all receive external accreditation at a level commensurate with their current attainments.
- ✓ Post school outcomes for Priory School students will continue to be monitored over time.
- ✓ Pupils will access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities.

What will we further develop?

- To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions.
- Further increase the proportion of outstanding teaching across the school.
- Improve the teaching of core literacy and mathematics knowledge and skills.
- Ensure that teaching, resources, attitudes and the learning environment meets the individual needs of all pupils.
- All pupils to have a greater awareness of their individual Educational Health Care plan targets.
- Ensure there is a clear continuity of learning procedure in place for those pupils who must isolate so all pupils continue to have access to high quality learning.
- Maintain high standards of pupils outcomes with 100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets.
- Maintain high standards of qualification outcomes with 100% of pupils in Year 11 achieving a qualification, meeting predicted grades, in English and mathematics.

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions.	<ul style="list-style-type: none"> • Teachers to review curriculum planning ensuring planned content is inline with the current cohort, the school's curriculum aims and intentions. 	September 2020	HTeacher MBF Cost N/A	MBF has worked with subject leaders to establish were necessary amendments are required.
	<ul style="list-style-type: none"> • Curriculum Leaders to provide required support to colleagues to ensure they have the necessary information, skills and knowledge to effectively teach the wider curriculum. 	September 2020 Then ongoing throughout the year.	Teachers (Subject Co-ordinators) Cost N/A	Teacher has been provide with networking time to provide coaching and mentoring support to ensure all feel confident and capable to deliver the wider curriculum. Ongoing

	<ul style="list-style-type: none"> • All subject leaders to explore and develop a range of knowledge organisers which can be successfully utilised to strengthen the knowledge and skills imparted in each curriculum area. • All subject leaders to visit a similar education setting to work with a peer, leading the same curriculum area, to ensure high standards within that subject area. 	<p>Dec 2020</p> <p>July 2020</p>	<p>Teachers (Subject Co-ordinators) Cost N/A</p> <p>Teachers (Subject Co-ordinators) Cost N/A</p>	<p>networking meetings will be allocated throughout the academic year including INSET sessions for English and Mathematics.</p>
<p>Further increase the proportion of outstanding teaching across the school.</p>	<ul style="list-style-type: none"> • Training through staff meetings, INSET, buddying and the induction programme to build understanding of what good and outstanding looks like. • Focused learning walks to take place 2 per short term, as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Workbook and planning monitoring. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Good quality detailed feedback to teachers within 24 hours of observation. 	<p>Throughout the academic year</p> <p>2 x Termly</p> <p>3 x per academic year</p> <p>2 x Termly</p> <p>Throughout the academic year.</p>	<p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost drawn from £2000 INSET budget</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p>	<p>RF a new teacher this academic year has been buddied with HT (KS3 Lead) during her induction year at the Priory School.</p>

<p>Improve the teaching of core literacy and mathematic knowledge and skills.</p>	<ul style="list-style-type: none"> • Bespoke training, coaching and mentoring sessions with the wider teaching population matched to their individual skills, capabilities and confidence to further improve their confidence and capability of teaching core literacy and mathematics knowledge and skills. • Training through staff meetings, INSET, buddying and the induction programme to build understanding. • Training for teaching assistants to ensure they are capable and confident in providing academic interventions in line with pupils learning to support their development of core literacy and mathematics knowledge and skills. • Focused learning walks to take place 2 per short term as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Workbook and planning monitoring. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Develop links with local partners to develop outstanding practice. 	<p>Sept 2020 Throughout the academic year thereafter.</p> <p>Throughout the academic year</p> <p>November 2020 and then ongoing</p> <p>2 x Termly</p> <p>3 x per academic year</p> <p>2 x Termly</p> <p>December 2019 and then ongoing</p>	<p>English Co-ordinator KG Mathematics Co-ordinator HT</p> <p>HTeacher MBF and English Co-ordinator KG Mathematics Co-ordinator HT Cost N/A</p> <p>HTeacher MBF English Co-ordinator KG Mathematics Co-ordinator HT. Interventions Mentor NF and LD</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>English Co-ordinator KG Mathematics Co-ordinator HT Cost N/A</p>	<p>Start of year INSET, coaching and mentoring sessions have taken place. These will continue throughout the academic year.</p> <p>Planned meetings and INSET to support subject knowledge for teaching. Mathematics and English co-ordinator meeting with teachers 1 – 1 as required.</p> <p>LD and NF have begun compiling intervention boxes to support the in class interventions that will take place.</p>
<p>Ensure that teaching, resources, attitudes and the learning environment meets the individual needs of all pupils.</p>	<ul style="list-style-type: none"> • Medium term planning will be scrutinised by SLT at the start of each short term. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. 	<p>1 x Termly</p>	<p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p>	

	<ul style="list-style-type: none"> • Focused learning walks to take place 2 per short term as per quality assurance calendar. Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Lesson observations termly (involving external professionals). Follow up detailed feedback, guidance and coaching to take place to support personal/whole school development. • Develop links with local partners to develop good practice • Focused INSET training targeting the needs of the current cohort – inclusive of Social Stories, Moving and Handling, Autism, Mental Health First Aid, Regulation Practices, Restorative Practices. 	<p>2 x Termly</p> <p>3 x per academic year</p> <p>December 2020 and then ongoing</p> <p>September 2020 and then ongoing.</p>	<p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF, AHT WS & all teachers Cost N/A</p> <p>HTeacher MBF, AHT WS, Internal Specialist.</p>	<p>All teachers observed term 1. Detailed feedback and support followed, where necessary, to improve the quality of teaching and learning.</p> <p>Links are being established for teachers to visit partner school to develop subject knowledge for teaching.</p> <p>NA Teacher has delivered a training session with all staff members exploring Social Stories and how they can be effectively used to support pupils within school. AB Learning Mentor has delivered a training session with all staff members exploring Mental Health First Aid.</p>
All pupils to have a greater awareness of their individual Educational Health Care Plan targets.	<ul style="list-style-type: none"> • EHCP targets to be drafted ahead of meetings. • Liaison with School Pod about EHCP online monitoring systems. • Update to monitoring systems made. • Implement new monitoring system, including transfer of 19/20 data if required. 	<p>September 2020</p> <p>September 2020</p> <p>October 2020</p>	<p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>HTeacher MBF Cost N/A</p> <p>HTeacher MBF Cost N/A</p> <p>HTeacher MBF, AHT WS & all teachers Cost N/A</p>	
Ensure there is a clear continuity of learning procedure in place for those pupils who must isolate so all pupils continue to have access to high quality learning.	<ul style="list-style-type: none"> • Continuity of learning plan to be developed. • Resources purchased to ensure all have the opportunity to learn within the home environment should they need to isolate for a set period. 	<p>20/09/2020</p> <p>October 2020</p>	<p>HTeacher MBF</p> <p>HTeacher MBF, Subject Leaders, Intervention Leads, GJ</p>	<p>Continuity of Learning plan completed.</p> <p>Core resources have been purchased. Supplementary resources are being sources and purchased.</p>

	<ul style="list-style-type: none"> • Systems in place to remain in contact and support families whilst children isolate. • Teacher and teaching assistant to provide individualised support and intervention to pupils on their return to school from isolation in areas of learning that proved particularly challenging. • Training for teaching assistants to ensure they are capable and confident in providing academic interventions in line with pupils learning to support their development of core literacy and mathematics knowledge and skills on return to school in areas that proved particularly challenging whilst learning within the home.. 	<p>20/09/2020</p> <p>October 2020 then ongoing.</p> <p>October 2020 then ongoing.</p>	<p>HTeacher MBF</p> <p>Teachers and Teaching Assistant</p> <p>HTeacher MBF English Co-ordinator KG Mathematics Co-ordinator HT. Interventions Mentor NF and LD</p>	<p>Arrangements clarified.</p>
<p>Maintain high standards of pupils outcomes with 100% of students, in English, Maths and PSD, to make expected progress with 35% achieving stretch targets.</p>	<ul style="list-style-type: none"> • Training for new teachers in relevant English, Mathematics and PSD curriculum at relevant the Key Stage. • Training for all teachers, instructors and HLTAs in new assessment procedures and tools, including how to effectively use information presented. • Training for all teachers to improve the teaching of core literacy and mathematis skills. • Targeted interventions in place for students falling behind or at risk of falling behind. • Continue the use of AET assessment systems in school to further promote progress within PSD. • Continue to embed the whole school approach to teaching and assessing Mastery Mathematics. 	<p>October 2020</p> <p>October 2020</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p>	<p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost drawn from £2000 INSET budget</p> <p>HTeacher MBF Cost N/A</p> <p>HTeacher MBF and Mathematics Co-ordinator HT English Co-ordinator KG Cost drawn from £5000 INSET budget</p> <p>Intervention Mentor Cost XXX (to be added following CAP)</p> <p>AHT WS and Inclusion Mentor JK Cost N/A</p> <p>Mathematics Co-ordinator</p>	

			Cost XXX (to be added following CAP)	
Maintain high standards of qualification outcomes with 100% of pupils in Year 11 achieving a qualification, meeting predicted grade, in English and mathematics.	<ul style="list-style-type: none"> • Robust target setting procedures ensure predicted grades generated are appropriate yet challenging. • Training for all teachers to improve the teaching of core mathematics and literacy skills. • Targeted interventions for Y11 and Y10 in place for students at risk of not meeting predicted qualification. 	September 2020	HTeacher MBF Cost N/A	
		Throughout the academic year	HTeacher MBF and Mathematics Co-ordinator English Co-ordinator KG Cost XXX (to be added following CAP)	
		Throughout the academic year	Intervention Mentor Cost XXX (to be added following CAP)	

Behaviour and Attitudes and Personal Development

Maintain high standards of behaviour and maximise social and personal development including emotional well-being.

Strategic lead: AHT WS

Link Governor: Kate Yearsley and Kerry Simpson

Outcomes

What will continue?

- ✓ Pupils will demonstrate consideration and empathy for their peers.
- ✓ Pupils will demonstrate good behaviour for learning, with a willingness to engage and make progress.
- ✓ Pupils will enjoy coming to school.
- ✓ Pupils who do display challenging behaviours will be treated with respect, with low arousal interventions, planned to support them in developing pro-social behaviours.
- ✓ Staff will manage behaviours with consistency, according to a clear understanding of their individual needs and Behaviour Support Plan, Behaviour Management Plan and Pupil Portraits.

What will we further develop?

- To maintain overall pupil attendance above 92%, embed monitoring and support programmes for pupils with attendance below 95%.
- Embed new procedures, policies and ethos around the positive management and support for pupils whose behaviours challenge.
- Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies.
- Further raise pupil awareness and engagement in EHCP process.

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
To maintain overall pupil attendance above 92%, embed monitoring and support programmes for pupils with attendance below 95%.	<ul style="list-style-type: none"> • Establish a list of pupils and their attendance levels with intervention plans for them 	September 2020	AHT WS and Administrator GJ Cost N/A	
	<ul style="list-style-type: none"> • The school will ensure parents are contacted to explore reasons for all absences. 	Throughout the academic year	AHT WS and Administrator GJ Cost N/A	
	<ul style="list-style-type: none"> • Parents will be supported to ensure educational continuity is provided for children out of school for medical reasons. 	Throughout the academic year	AHT WS and all teachers Cost N/A	
	<ul style="list-style-type: none"> • AB and WS will liaise with parents and external professionals during times of extended absence to ensure pupils can attend school as soon as possible. 	Throughout the academic year	AHT WS and Learning Mentor AB Cost N/A	

	<ul style="list-style-type: none"> WS will seek advice and support from CIT and external agencies if necessary, to effectively lead failing attendance meetings with parents/carers 	Throughout the academic year	AHT WS Cost N/A	
Embed new procedures, policies and ethos around the positive management and support for pupils whose behaviours challenge	<ul style="list-style-type: none"> Training through staff meetings, INSET and the induction programme to build understanding. Monitor all incident of challenging behaviour to ensure that newly established procedures have been adhered to providing coaching and mentoring conversations for those areas which require further improvement. Routinely update all staff in relation of behaviour data scrutinised through school pod. 	September 2020 Throughout the academic year 1 x termly	HTeacher MBF, AHT WS & Inclusion Mentor JK Cost drawn from £5000 INSET budget AHT WS and Inclusion Mentor JK Cost N/A AHT WS Cost N/A	
Ensure effective support is provided to all pupils to manage the planned organisational changes in relation to COVID-19, therefore ensuring pupils behaviours and attitudes towards learning remain positive.	<ul style="list-style-type: none"> All key changes to be communicated with parents, carers and pupils prior to the start of the academic year. Further key changes should be communicated appropriately ensuring, where possible, sufficient transition time. Pupil engagement learning walk conducted termly to ensure staff members receive ongoing advice, guidance and support to support pupils during this period of change. Work collaboratively with each class team, parents and carers to ensure bespoke arrangements are in place for pupils who are finding the current changes difficult. Ensuring any external professionals are engaged with where necessary. Develop clear systems for reinterating and supporting pupils who return to school after a period of isolation. 	September 2020 and then ongoing. 1 x termly Ongoing where necessary. October 2020	All staff HTeacher MBF and Assistant HTeacher WS. HTeacher MBF and Assistant HTeacher WS, Key Stage Leaders HT and KG, Inclusion Mentors. HTeacher MBF and Assistant HTeacher WS, Key Stage Leaders HT and KG, Inclusion Mentors.	All necessary information was shared prior to the start of the academic year.
Develop an understanding of more complex SEMH barriers to learning and subsequent supportive approaches and strategies	<ul style="list-style-type: none"> Training through staff meetings, INSET and the induction programme to build understanding. 	1 training session termly	HTeacher MBF, AHT WS (Inclusion Mentors AB, JK and NF)	AB Leaning Mentor delivered training Mental Health First Aid. MF to deliver regulation training.

	<ul style="list-style-type: none"> • Focused learning walk, completed by an SEMH professional, to understand further development which can be made within school to support those pupils. • Embed regulation practice and strategies across the school to support pupils with SEMH. • Continue to build understanding of mental health needs of pupils. • Establish stronger elements of wellbeing targets within EHCP plans for children with SEMH needs. • Develop links with local partners to develop good practice. • Pupils to continue to access learning opportunities in well-structured safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities. 	<p>October 2019</p> <p>December 2019 and then ongoing</p> <p>1 training session termly</p> <p>In line with annual reviews.</p> <p>December 2020</p> <p>Throughout the academic year</p>	<p>Cost drawn from £5000 INSET budget</p> <p>HTeacher MBF, AHT WS and Professional Cost XXX (to be added following CAP)</p> <p>HTeacher MBH, AHT WS and all staff. XXX from PSD Budget</p> <p>AHT WS, Inclusion Mentor JK, Learning Mentor AB & external professionals. Cost drawn from £5000 INSET budget</p> <p>HTeacher MBF, AHT WS & KS Lead Teacher HT and KG Cost N/A</p> <p>AHT WS, Inclusion Mentor JK and Learning Mentor AB Cost N/A</p> <p>HTeacher MBF, AHT WS, KS Lead Teacher HT and KG and all teachers Cost N/A</p>	
<p>Further raise pupil awareness and engagement in EHCP process.</p>	<ul style="list-style-type: none"> • EHCP targets to be drafted ahead of meetings. • Pupils to be involved prior to each EHCP review meeting with setting targets/giving their voice. 	<p>Routinely in career education lessons.</p>	<p>HTeacher MBF, AHT WS, KS Lead Teacher HT and KG and all teachers Cost N/A</p> <p>Career Education Teachers Cost N/A</p>	

	<ul style="list-style-type: none">• All targets to be prominently displayed within the classroom or on pupil workbooks.	September 2020 – and the throughout the academic year.	All staff Cost N/A	
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Leadership and Management

Strengthen leadership to deliver a continually improving school; enabling staff to develop and pupils to excel.

Strategic lead: Trust Leadership and HTeacher MBF

Link Governor: Janet Corcoran

Outcomes

What will continue?

- ✓ Pupils will know that school leaders are aware of their individual needs and are interested in their progress.
- ✓ Pupils will have access to well-designed curriculums which will meet their individual needs, managed successfully by subject co-ordinators and the SLT.
- ✓ Pupil's progress and outcomes will be assessed and analysed using assessment tools most appropriate to their individual need and ability.
- ✓ Staff will be further supported to develop their skills and expertise in meeting the needs of all pupils in school.
- ✓ Pupils will receive recognition and reward for their effort and achievement and will be proud of what they achieve.

What will we further develop?

- Further develop a clear change management plan in readiness for school amalgamation.
- Continue to embed the key stage lead teacher roles into the school leadership structure.

Target	Actions	Target Date	Monitoring, Evaluation and Cost	Progress and Evaluation
Further develop a clear change management plan in readiness for school amalgamation	<ul style="list-style-type: none"> • A leader within the academy trust will continue to attend regular meetings with LCC with regards to the forthcoming buildings works scheduled for The Garth and The Priory and will liaise with members of SLT in both schools as appropriate 	Throughout the academic year	Trust Leadership HTeacher MBF Cost N/A	
	<ul style="list-style-type: none"> • Identify Priory Schools areas of strength and development in readiness for teaching all ages and all need. 	October 2020	HTeacher MBF, AHT WS and Key Stage Lead Teacher KG and HT. Cost N/A	
	<ul style="list-style-type: none"> • HTeacher at The Priory and Garth School to meet regularly to ensure the two school are working effectively together. 	1 x Termly	HTeacher MBF Cost N/A	
	<ul style="list-style-type: none"> • Work closely with the Garth School to share good practice and expertise in preparation for amalgamation. 	Throughout the academic year	All staff Cost N/A	

	<ul style="list-style-type: none"> Develop working links between staff members at the Priory and Garth schools in preparation for amalgamation. 	Throughout the academic year.	All staff Cost N/A	
Embed the key stage lead teacher roles into the school leadership structure.	<ul style="list-style-type: none"> Ensure new leaders are planned into all relevant areas of school improvement. Regular coaching and mentoring meetings to take place. All SLT 'talking and walking' mission, vision and values so that staff are able to articulate these. 	<p>September 2020</p> <p>Throughout the academic year</p> <p>Throughout the academic year</p>	<p>HTeacher MBF and AHT WS Cost N/A</p> <p>HTeacher MBF and AHT WS Cost N/A</p> <p>HTeacher MBF, AHT WS, Key Stage Lead Teacher HT and KG Cost N/A</p>	All SLT are planned into the SiP and are aware of their required contributions.