

Last Update: 21/6/20

Ref	The Issue	Improvement Aims		Improvement Objectives	Intended Impact	Time Frame	Barriers to Overcome	Expected Solutions	Progress	Partial/ full completion	Review Date
<b>Quality of Education</b>											
1	<b>Challenging behaviour causes the greatest concern for adults and children in school.</b>	To reduce to nil challenging behaviours through rigorous focus on positive behaviours to ensure everyone is safe and happy in school.	1.1	We will focus efforts to reducing challenging behaviours and their cause as a whole school priority that includes every member of staff and child.	Children and adults feel safe and happy.	Jul-21	Sustainability. Clarity in procedures when behaviours are so diverse.	Effective tracking and monitoring. Children's engagement with schooling is improved. Children have access to appropriate support that is effective in reducing behaviours. All staff and children feel valued.			
2	<b>Ineffective curriculum for individuals' needs. New Ofsted Framework.</b>	To create and embed a relevant curriculum that matters for each child.	2.1	We will create a series of Learning Pathways to differentiate appropriate learning programmes, which ensure aspiration and challenge is clear.	Staff, pupils, their families and colleges/workplaces will more readily understand the individual's journey and, be able to build on the young person's skills and experiences in targeted ways.	For September 2020		Pathways have clear outcomes. Pupils, parents and colleges have clear expectations. Progress measures are appropriate with high expectations and solution-focused teaching to achieve these.			
						Embed from September 2020		Shared information about planning shows clear mapping of destinations which ensure teachers are confident with content and methodologies to achieving outcomes for individuals on Pathways.			
			2.2	We will establish relevant subject content for those in each Pathway, whilst ensuring entitlement and challenge is appropriate and has high expectations of the individual.	Children's relevant content and experience opportunities will support improved skills and understanding relevant to their needs.	Embed from September 2020	Staff knowledge and skilsets require auditing and additional training.	Curriculum overhaul - time needed to undertake this made available. Focused pathways with very different expectations from parents, business and college brought together for sequenced curricula.			
			2.3	We will establish better and improving destination preparation for children to support their opportunities in adulthood.	Our alumni will have better fiscal and social successes in adulthood.	By May 2021	timetabling, money for programmes. Curriculum content priorities.	Clarity in focused provision for Upper School in LD schools and Year 11/Post-16 in FHEC, communicated to staff and parents well. Checking procedures for tracking alumni's experiences of school to adulthood in place.			

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			2.4	We will establish 'essentials' which all staff understand and consistently apply: procedures, assessment (including testing), teaching foci, teaching programmes, use of resources, curriculum.	Consistency in and across schools that supports clarity in our shared vision, values and ethos, robust procedures and better quality provisions.	By May 2021	Training needs. Time. Staff on board. Impactful focus of workload.	Staff Training establishes essentials. Staff Training used to embolden these skills. Learning Walks used to establish proficiency of essentials. Lesson Observations used to determine effectiveness of essentials.			
3	<b>Progress measures are not universally understood by stakeholders.</b>	To ensure progress measures are improved for structural clarity and changes are more clearly communicated to stakeholders and external professionals using the data.	3.1	We will audit all our assessment systems for their effectiveness and impact in illustrating progress and how well this is communicated and understood by stakeholders. From this analytical investigation, recommendations and plans to improve these will ensue co-produced decision making on changes required.	Understanding of strengths and weaknesses from which we shall improve systems and communication.	By December 2020		universal understanding of what progress measures we use, why and how they inform further planning and improvement is published and understood by stakeholders. Progress measures are used consistently and with clarity.			
			3.2	We will evaluate our systematic benchmarking assessments to determine effectiveness and improvements required to establish indisputable pupil 'starting points' from which to measure progress and data is appropriately accessible for the subsequent analysis of progress.	Improved accuracy in data generating systems, its collation and subsequent analysis and decision-making, leading to effective planning of learning activities that use the necessary resources.	By December 2020	moderation activities sustained and tracked. Observations show the impact of teacher use and pupil/student understanding.	We will be able to show the rigour of progress measures used in our schools and their impact on improving learning.			
<b>Behaviour and Attitudes</b>											
4	<b>Repair Schooling, heading to a post Covid-19 era.</b>	To re-engage children with learning.	4.1	We will examine how we can use online learning as a tool to further inspire pupils' engagement in learning during and post pandemic.	An increased understanding of the effectiveness and impact, from which further decisions about its usage and progress can be determined.	From May 2020		Continued work with online working where determined relevant and useful without increasing teaching beyond the school day.			

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			4.2	We will enable more children to return to school building-based learning and socialisation.	Reliant on changes to 2m social-distancing. An increased number of children returning to school buildings will support more pupils' emotional, personal, social and academic development than home-learning alone.	From June 2020	social distancing.	Initiates with parents to get more children in school and full attendance by September if social distancing allows. Working with parents who do not send their children in - continued online learning and initiate programmes to support their engagement in school.			
			4.3	We will establish an understanding of the impact of the pandemic on each child to address their urgent learning and mental health needs for appropriate and relevant teaching/ support.	Research-led strategies and immediately accessible resources used with the pupils and families will improve their mental well-being and better access to learning and improved health, engagement and capacity.	From June 2020 for September 2020	Cost. Time. Different needs. High expectations on individuals and groups that cannot be easily solved.	Mental health programmes, interventions and training will be used to improve access to learning for young people and adults. Wellbeing teams used to support and deliver programmes for individuals and other groups. Information on mental health improvement shared and counselling opportunities promoted.			
			4.4	We will support staff mental health and wellbeing to impact on the quality of provision for our pupils.	Improved wellbeing will support children's access and engagement with schooling.	From June 2020	Cost. Staff absence. Training.	Wellbeing activities and support that do not mean 'enforced fun'.			

### Personal Development

5	<b>PSHCE Curriculum</b>	To embed the PSHCE and RSE curricula	5.1	To ensure the new curricula are embedded so that pupils and students are well informed and supported in personal development.	Comprehensive curriculum that supports individuals with age-appropriate content and understanding.	RSE by Sep 2020. PSHCE by July 2021	Time, training, engagement, timetabling, assessment	Staff understanding of curricula and methodologies for teaching are shared and improving.			
6	<b>Participation in school life and outside school activities is variable.</b>	To expand pupils' interest and knowledge of careers and hobbies.	6.1	We will expand our community's involvement in and across our schools that, when risk assessed, would improve our provisions.	'Income generation, adult 'trades teaching', relationship building, supporting children's preparation for adulthood.	By July 2021	Engagement - profit/loss risks, capacity for sustained programme/ reliance on volunteers.	Pupils' curricula is broadened. Pupils and parents' engagement increased. Our curriculum extends outside the school day to involve participants from the community and parent bodies.			
		To quickly improve rates of attendance for those with sustained periods of absence	6.2	We will sustain and improve existing measures to support increased attendance of those persistently absent.	Improved tracking and reporting systems whilst including all staff in these measures will increase the speed and impact of interventions.	For Sep 2020	Resistance, Covid-19, anxieties, ODD, school refusers.	A shared understanding of the importance of attendance is communicated and support maintained for improving attendance.			

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			6.3	We will monitor the impact of the October INSET week on the absences of ASD pupils, where the opportunity supports holidaying 'out of term-time'.	Dec-20	Participation from hard-to-reach parents.	Surveys, questions, social media used to gather views on where we have placed INSET days leads us to information we can use to continue or change our practice.			
		To expand pupils' participation in sports and after school activities.	6.4	We will increase the opportunities for children and young people to engage with others through activities outside of school hours.	Apr-20	Health and Safety. Staff on site. Use of materials/resources - cleaning, repair, security.	After school clubs that are enticing for child and parent involvement are trialled - using the school buildings later into the afternoon and evenings.			

### Leadership and Management

7	<b>Safeguarding workload is increasing and external support is diminishing.</b>	To increase capacity for managing safeguarding issues effectively and resolutely, across the Federation.	7.1	We will increase the amount of Deputy DSLs in the schools under the DSL to expand capacity will - require additional staff training and allocation of time off teaching/ other work.	The increased workload is manageable whilst systems are robustly challenged for impact and intended holistic support for vulnerable children is further improved. Risks are checked continually and issues prevented through tight control measures.	By September 2020	Training needs. Staff willingness to be a DDSL.	Identification of staff who have shown particular interest/ previous DSL experience/ would support professional dissemination.		Anu, Paula agreed. Christina, Julianne yet to hear.
8	<b>Leadership roles have cross-over accountabilities.</b>	To ensure leadership roles have clear accountabilities, whilst still seeking to prevent silo practices.	8.1	We will ensure leadership roles and responsibilities across the federation are clear so there are fully understood lines of accountability at all levels.	Clearer accountabilities of roles in job descriptions, procedures and calendarisation will improve systems, procedures and ultimately staff wellbeing.	By September 2020	Prevention of silo-working. Career stage development. Training needs prioritisation.	Clear protocols for training, career opportunities, equality of access to these. Determined expectations and support to achieve these. Information about accountabilities is clearer and communicated.		
					Governors will be able to more effectively hold staff to account for their areas of accountability.	By December 2020	Quality of information provided for governors. Ability to drill data and information for challenge and support: training, opportunities, information.	Governors have information they require. Opportunities for governors to challenge staff more easily through training, prompts and time in governor meetings.		

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					The leadership of reading will be demonstrate clear expectations, defined systems and procedures and the impact of teaching of reading and phonics will be clearly understood.	By December 2020	Framework communicated clearly. Training in procedures including TA, volunteers, teachers and SaLT interventions.	Clear information. Clear reports on impact of teaching reading. Clear understanding of phonics teaching and progress across the school. Clear understanding of progress reports. Clear understanding of diagnostic testing and implementation of results.			
			8.2	We will ensure the role of phase and middle leaders is developed across all key stages by ensuring leaders are given sufficient leadership training to help them effectively contribute to school development.	With robust checking of training, information and procedures we will evidence there are no gaps in knowledge and training.	by July 2021	Time. Systems agreement. Support ongoing.	Middle leaders training and focused support across the federation, leading to shared understanding and clear objectives leading to sustained work.			
					Middle leaders will feel more confident in working with the teachers, TA's, volunteers and student teachers in their departments.	by July 2021	Training.	Agreed support and systems for interventions upheld and maintained.			
9	<b>With the increasing complexity of pupils placed in the schools, staff require specific training to improve some children's access to learning.</b>	To upskill teachers and teaching support through targetted training and interventions to meet the needs of the teams working with children with increasingly complex needs.	9.1	We will comprehensively audit staff skills, interests and career progression. A review of Performance Appraisals will establish knowledge bases across the schools. A subsequently improved programme of InSET and training will target gaps and interests in our changing schools. We will enable specialisms whilst addressing succession planning and the avoidance of silo practices.	Outcomes will include improved and relevant staff training, increasing individuals and teams' capacity to undertake more specialised work with greater SEND and Mental Health complex needs. In turn, wellbeing, knowledge, job satisfaction and skills will improve the provisions.	From July 2020	Costs. Time.	Developing specialisms and bespoke training programmes to help individuals access relevant training and knowledge across their team.			

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10	<b>Finances are insufficient for safe staffing levels in one school and prevent a more rapid pace of improvement and development across the federation of schools.</b>	To retain the pressure on HCC to improve funding levels for the increased complexity of needs of the children on roll and referrals.	10.1	We will continue to promote the urgent need of HCC to increase our schools' funding. We will present a deficit budget that has been discussed through Finance Action Groups over the past two years.	Sustained pressure around the fairness of our arguments will secure increased funding levels for our schools in the federation.	From September 2017	Access to support.	Leaders continued pressure on HCC regarding pupils' needs and funding to support them. Focused priorities enable staff to ensure basics are in place and robust from which to develop additional resources, interventions and trials. Funding through fundraising will also target people-related training regarding the national impact of Covid-19 and adult support.			
		To improve the systematic procedures for all finance-related staff for review and analysis at least monthly.	10.2	We will unpick changes to income in each school's accounts, earlier. We will ensure spending is managed and virements clearly audited for improved robustness of governor analysis.	Clear understanding of income and expenditure for further robust analysis will increase confidence in the schools' fiscal management.	From May 2020		Training. Increased monitoring. Improved analysis.			
11	<b>Staff Wellbeing is variable across the federation; some high, some low.</b>	To improve staff wellbeing in order to secure job satisfaction and full individual and group participation in improving our schools.	11.1	We will establish 'non-patronising' events, information sharing, access to specialist support and, increased team work to share the ideas development, implementation workload and further engagement.	Staff understand what is in place, what is available and with increased stability develop further resilience. Staff feeling supported by SLT will support positive engagement with school development and procedures.	By July 2021	Engagement. Money for activities that are meaningful and engaging. Ensuring the staff have belief in SLT.	Programmes that support staff without 'enforced fun' share the need for awareness and support. Ensuring work is a fun place to be and knowledge that we're in this together.			
12	<b>Stakeholders' understanding of school improvement is not clearly enough communicated.</b>	To improve communication about progress, achievement and impact and as such increase understanding and thereby rigour of appropriate challenge.	12.1	We will improve communication about progress, achievement and impact and as such increase understanding and thereby rigour of appropriate challenge.	Strengths will be understood and celebrated. Stakeholders will understand strategy and progress in areas of development/ improvement.	By December 2020	Engagement.	Clarity in shared information and consultation where relevant is undertaken to gather stakeholder views.			
			12.2	Leaders have the right information in a timely manner and check the information so they can hold the staff to account with precision.	Clarity in diarised events, reporting schedule and accountability. Shared outcomes with staff and governors enable confidence.	By December 2020	Full participation. Overload of information - how to make it relevant and accessible is key to success.	Full participation in the development of records/ diary/ requirements/ inclusivity of information to value everyone's contribution to operational work and school improvement.			

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<b>Overall Effectiveness</b>											
13	<b>Aspects of school buildings are no longer fit for purpose and in need of repairs.</b>	To review the capital spending plans of the budget and ensure urgent works are undertaken to ensure health and safety.	13.1	We will map the evolving curriculum needs with the Asset Management Plans to re-prioritise fundraising and spending where possible to maximise impact of spending.	Clarity around priorities, risk reduction measures and a greater, shared comprehension of forward-planning.	By December 2020	Costs. Time.	Continued work on school building infrastructure using HCC finances and income from lettings and hirings as well as fundraising to support the importance of the schools' value and belonging to the communities.			
		To undertake an analysis of funds raised and spent to evidence successful impact in order to prioritise future plans.	13.2	We will establish and publish short, medium and longer-term funding plans.	Clarity around decision-making is more widely understood.	By February 2021	Time. Systems agreement.	Communication with stakeholders, ensuring views and values are upheld.			