

# The Blue Tangerine Federation Improvement and Development Plan 2020-22

Plan Holder: Stephen Hoult-Allen

The Great School Framework is made up of: Ambitious, inspirational and strategic leadership (inc. governance), Shared, aspirational vision, values and culture, A community where all are empowered and valued, An outward looking, collaborative mindset, An ongoing commitment to learn with and from others, Embedded, forensic self-review and reflection, Been designed and resourced for long term exceptional outcomes, An inclusive, settled and safe environment for all, Exceptional teaching, learning and assessment, A rich, broad, balanced and bespoke curriculum

Last Update: 1 January 2021

Ref	The Issue	Improvement Aims	Improvement Objectives	Intended Impact	Time Frame	Barriers to Overcome	Expected Solutions	Progress	Partial/ full completion	Review Date	Governor Questions
<b>Quality of Education</b>											
1	<b>Challenging behaviour causes great concern for adults and children in school.</b>	To reduce the amount of challenging behaviours further. To reduce the risks where possible.	1.1 Whole school focus on reducing challenging behaviours and their cause that includes every member of staff and child. We will evaluate and consider how risks are reduced and the success of these risk management procedures in practice.	Children and adults feel safe and happy.	Jul-21	Sustainability, Clarity in procedures when behaviours are so diverse.	Effective tracking and monitoring using Arbor where possible. 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.	<b>Status:</b> 20.06.25: Focus agreed with colleagues. 20.07.22: Protective Behaviours External Level One Training for 22 staff across Collett and St Luke's undertaken. 20.09.01: Induction for all new staff undertaken with induction in behaviour and safeguarding. 20.09.07: DSL introduced weekly attendance and behaviour incidents tracking sheets for analysis by department teams to track individuals and put in place shared and agreed strategies. Tracking across classes, departments, schools to identify and target interventions and support for staff, pupils and their families. 20.11.06: Level 1 Training for StepOn (three-yearly certification) undertaken. Tracking - all staff completed including all new staff. 20.11.10: Tracking behaviours on weekly basis with Heads of Department and staff, shared with HoS weekly. 20.11.20: RPIs reduced compared to last year Autumn Term across the federation. 20.11.20: Reduction of behaviour incidents - determined through a range of factors including the changes to the environment and focus on behaviour. <b>To Do:</b> -Evaluate impact of tracking for staff cohesive approaches and impact on reduction of behaviours -Audit interventions for impact in the classroom/family home - share on a school/federation basis -Half termly low level disruption analysis across the federation -Roll out the Resilience Donut programme and the Resilience Donut Classroom -Publish SRE policies on website and send to staff for planning for Spring term -Report to Governors and school staff			Gov: How Effectively is the DSL working with Heads of Department to identify, track and support challenging behaviours across the schools?
2	<b>Is our curriculum 'ineffective' for individuals' for 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 targetted ways.	Dec-20		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.	<b>Status:</b> 20.01.10: Report on banded needs rising evidenced thorough HCC report commissioned by Tania Rawle. 20.07.20 website is used to inform the evolving picture of the curriculum development. 20.09.01 Website forming the basis of shared information for staff and parents - still requiring clarity about procedures. 20.11.20: Website remains unfinished as solutions still evolving on the ground. <b>This is a priority to complete for January 2021.</b> 20.11.20: HIP reports identify strengths of work to create pathways for Collett and at St Luke's Schools. FHEC continues to create a bespoke programme for individuals and this needs to be addressed on the website too. 20.11.20: Focus on Communication, PSD, Literacy and Numeracy in the LD schools.			Gov: Why are we teaching a curriculum that is ineffective? Gov: How do you know the needs of the children have changed and are going to change further? Gov: The schools have more sensory approaches - do these form the basis of much of the curriculum? What about those who don't have identified sensory needs? Gov: What is statutory going forward? Are there required amounts of time during the week that have to be given to particular activities/subject areas? Gov: What's the schools' approach to phonics teaching? Gov: Who monitors the curriculum coverage now? Will this change? Gov: How will the new curriculum teach about Black Lives Matter? Gov: How is the planning of the new curriculum managed in the case of another lockdown? Gov: How is the planning of the new curriculum incorporating pupils' and staff's wellbeing? Gov: How will physical fitness be included - 2hrs per week? Gov: How effective is the curriculum for individuals - how do you know? Gov: What do you use to ensure children are accessing the right curriculum for their needs now and what if their needs in the future are different, how will the curriculum cater for this?
								<b>To Do:</b> - Clarify terminology -Clarify Intent - for curriculum Pathways and Routes -Explain on the website and test with parent group -Determine the use of testing to support accreditation and qualifications -Examine the practicality of teaching different Pathways in one class -Compare outcomes in the past and challenge the impact of what was taught and what the gaps appear to have been -Report on the work needed to secure individuals' needs			

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					Dec-20		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.	<p><b>Status:</b> 20.09.01 INSET planned for end of September for all staff to clarify their roles in the formation of the curriculum subject areas and progress on areas started in the summer of 2020.</p> <p><b>To Establish:</b></p> <ul style="list-style-type: none"> <li>- Mapping curriculum learning areas' sequential programme towards achieving desired Outcomes</li> <li>- Mapping of curriculum learning areas' cross over and standards at the same 'level'</li> <li>-Chart how a child can move to another pathway/ route of learning - how is this determined?</li> <li>-Re-examine curriculum content in comparison with SLD and SEMH schools' curricula</li> <li>-Evaluate the training needs required to deliver the curriculum</li> <li>-Examine 'challenge' in the pathways/routes and how this is managed through content and teaching strategies and the effectiveness of specific interventions used</li> <li>- Evaluate the quality of teaching - effective and rigorous timetable for observation and shared teaching reviews</li> <li>- Evaluate the quality of departmental teaching and provision to support those requiring help and further training e.g NQT</li> </ul>			<p>Gov: How do school leaders know that the mapping supports confidence of the teachers to teach the right things/experiences?</p> <p>Gov: So who will be able to tell me what is taught in Year 5 Communication area of learning?</p> <p>Who is accountable for the curriculum in Personal Development across all the ages from 4 to 16??</p>
			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.	Dec-20	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.	<p><b>Status</b></p> <p>20.06.25: Vocational programmes for those who like engaging in these areas - e.g. horsebox cafe project incorporated into planning for curriculum pathways. KS4 pupils presently timetabled. Expansion to other year groups when operational.</p> <p>20.10.20: Evaluation of accreditation at Collett for the past five years, mapped against teacher assessments correlates with external exams, establishing existing knowledge of pupils' abilities and, how challenge is incorporated into teaching to ensure progress is evident.</p> <p>- Review of exams and evaluation of previous years and future years completed - comparisons with entry data for current pupils and outcomes predictions taken place for literacy and numeracy (Nov 2020)</p> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>- New exams considered for creation (accreditation for building further on at college post-16): relevance to the child's local educational needs.</li> <li>- Establish testing needs of children to gain further accuracy in knowing their abilities and diagnostic steps to making improvements and what to teach - programmes for literacy, phonics, maths.</li> <li>-Review the systems for identifying EHCP outcomes - how do they relate with SCERTS where this is a necessity?</li> </ul> <p>Review the teaching of SCERTS and it's impact in the school.</p>			<p>Gov: Ofsted said that 'challenge' needs improving in some teaching at St Luke's - how is this embedded in the new curriculum?</p> <p>Gov: What is the plan for students who are not attending a school, but accessing FHEC - how do you make education relevant to young people who opted out a long time ago and are not working towards accreditation?</p> <p>Gov: What are the schools doing with regard to ensuring the EHCP Procedures are outstanding for pupils, staff and the families of the children?</p> <p>Gov: Who determines entitlement? - Why are some areas of the curriculum not available for every child in accordance with the National Curriculum entitlement?</p> <p>Gov: Who determines what is relevant and how do you know this and where is the agreement - who is this with?</p>
			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.	May-21	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.	<p><b>Status</b></p> <p>20.08.01: Closer links with college formed through Jacqui R and the continued work on the Gatsby profiling and careers information are ensuring a stronger relationship and partnership. Gatsby profiling is outstanding for Collett and St Luke's SEND schools.</p> <p>20.08.20: Careers information up to date, statutorily compliant and on the website for Collett and St Luke's. Further work for FHEC to do, though statutory requirements lay with the individual's school they are on roll with.</p> <p>20.11.10: Creation of alumni communication through newsletters and website to contextualise learning, outcomes and share these with parents.</p> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>- Tracking list of every child over past 5, 10, 15 years to evaluate outcomes. Working with Connexions and connections of adults within school and the colleges. GDPR compliance to be ensured.</li> <li>- Tracking of outcomes of past pupils and correlation with experiences beyond school.</li> <li>- Comparison of examples from SLD and SEMH schools to evaluate hypotheses about the impact of schooling on work and life chances.</li> <li>- Comparison with national data sets, where 94% adults with LD are unemployed.</li> <li>-Embed findings into rationale for curriculum development and work experience/ experience of work programmes.</li> <li>- Modify and improve the PROM - establishing a feature of leavers returning - invite Year 10 parents to this.</li> <li>- Alumni section on the website - recruiting alumni to share stories and contextualise their experiences of school with life beyond 16years.</li> </ul>			<p>Gov: What has the work with businesses etc. and fundraising doing in support of the principles of getting our pupils into work?</p> <p>Gov: What are the schools doing to keep in touch with alumni pupils?</p> <p>Gov: How can you ensure our alumni will have better fiscal and social successes in adulthood when the influence of the school is not there - they have left already</p>

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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.	May-21	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.	20.07.10: Essentials of teaching to be determined in terms of programmes used, resources applied and their consistency. 20.09.07: Middle leaders plans for observation and support in place for Autumn 2020 20.09.01: Programme for Middle Leaders across the federation for additional training October 2020. Middle leaders are involved in the planning of this training and identifying areas for further improvement. 20.12.01: Determination of STAR Reading for testing accuracy and diagnostic teaching - need to purchase and embed this. Vernon spelling test replaced for January 2021 - greater diagnostic class teaching ability from the data provided in the use of phonics  <b>To Do:</b> - Audit of teaching resources for OT to be undertaken and completed by Jan 2021 - Audit of teaching resources for SaLT to be undertaken and completed by Jan 2021 - Training information for all staff made available and programmes for individual teachers and TAs made clear and trackable. - Audit relationships with training and external providers to evidence experience and expertise			Gov: Where is the expertise in the school to know that the 'essentials' are and how is this kept relevant and appropriate to our changing needs of SEND pupils? Gov: How well is phonics taught across the schools Gov: How do you monitor the work of new teachers and those less confident? Gov: Will every TA know the phonics programme(s) used in each school and, will they know how it is taught?
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.	Mar-21		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.	<b>Status:</b> 20.06.30 CAPPs and STAPPS used efficiently, though take time to complete for all areas of the curriculum - some of which is not as useful - dependent on cognitive ability and projected outcomes e.g. river formation in Wales 20.06.30 CAPPs and STAPPS are used with mainstream schools for children with SEND through Outreach and found useful and successful. Use of points and levels can be confusing and although targets are useful benchmarks and used well by teachers, simplifying these is needed. Careful benchmarking with any development of the curriculum, standards and expectations needs to be clearly determined. Working with parents and other professions, the schools need to determine whether age expectations are useful or not for SEND children. As such, clarity between such measures and other testing needs to correlate.  <b>To Do:</b> -Outcomes from audits shared with colleagues - Audits used to determine existing and best practice assessment -Audits used to gauge parental understanding and parental desire - careful questioning required from surveys/interviews with parents - systematic use of testing and assessment -New testing measures need clear communication with parents and EHCP records			Gov: How do the 'essentials' relate to the schools' policies? Gov: What are you measuring and for what purpose? Gov: How do you know what you are measuring is meaningful and won't be changed within a year or two? Gov: How effective is your work with parents/carers in getting their understanding and how does this impact on their understanding of standards of attainment, progress and as such, so what impact does that make on their parenting to help their child further? Gov: How translatable is your assessment with other professionals and destinations e.g. college and employers?
			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.	Jan-21	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>Status:</b> 20.09.01 Baselineing has been ongoing, though not strategic and systematic. 20.09.01 CW has Level 6 qualification and training further to be an administrator of WRIT, Additional Time for examinations 20.09.01: SENCO KT at Collett will be undertaking fewer Outreach sessions for 2020-21 and will have more capacity in the federation for SENCO/ interventions work. 20.12.01: Determination of new testing agreed internally at Collett and St Luke's. Rollout for January 2021 of new tests. 20.12.21; Arbor to be used more systematically for interventions to record effectiveness of these and make informed decisions going forward. 20.12.21: Clarity around types of baselineing will help new staff understand the procedures. Used across Collett and St Luke's, this will form exacting moderation standards. If used with other LD schools, this will support a framework for further, reliable and regular moderation. 20.12.21: Established a core of testing materials 20.12.21: Determined what testing would suit the schools' needs 20.12.21: Determined what qualifications the staff would need to administer such tests 20.12.21 Costed the testing against the value they would bring and/or frequency of administering the tests  <b>To Do:</b> - Evaluation of baselineing from the last couple of years to determine how successful baselineing in the schools has been - report on the procedures, methodologies and outcomes of this.			Gov: What has been the issues with benchmarking in the past? How can these issues be resolved going forward? Gov: How, as a school, have you benchmarked your assessments with others/local/ national information and what has this told you? Gov: Where are the issues with baselineing with other professionals? How has this impacted the school regarding negotiating the suitability of the school placement when staff feel a child is unsuitably placed?

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<b>20</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.	Oct-20		Continued work with online working where determined relevant and useful without increasing teaching beyond the school day.	<p><b>Status:</b> 20.09.01 Extensive work across the schools, based on successful working through Lockdown, to create school Covid-19 protection measures has been strong and effective in securing staff support. 20.09.01: Communication with parents has overall been effective. Some parents with high anxiety have required more support. 20.09.07: Collett and St Luke's schools returned extremely well, with attendance 94% (Collett) and 91% (St Luke's) over the first three days back. Behaviours have been extremely good. Staff have been extremely successful in working with the children on a repair curriculum. 20.12.01: Reviewed parental experiences - Evaluated IT resources for teaching in the classroom discovered through lockdown - Evaluated of online curriculum; strengths and areas of concern - Evaluated online training undertaken online and the impact of this on teaching and teaching support by first half term.</p> <p><b>To Do:</b> -Evaluation of Repair Curriculum - Determine analysis of IT at home and how this has been used (parents and pupils with staff input). - Establish best practice online learning materials/ procedures/ routines for potential further lockdown.</p>			<p>Gov: What is in place for a further lockdown, should this happen? Gov: How will online learning be used going forward? Gov: How many of our pupils were not able to successfully learn online? Gov: Do you know how many of our parents were not able to support learning online? What is the status of computer access of our pupils at home?</p>
			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.	Oct-20	social distancing.	Initiatives 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.	<p>20.09.07: Excellent attendance - pupils and staff for return to school, September 2020 20.09.07: Accurate understanding of absent pupils and reasons why 20.09.07: Clear methods for increasing attendance and strategies for supporting parents to come into school to support their child's attendance have resulted in increasing attendance over the first week back. 20.12.21: Attendance at each school has been very high considering the challenges faced. Very few groups needed to self-isolate and where this happened, it was fortunately before half term and only meant a matter of 2 days. Staff needing to self-isolate has been low considering the potential. Where it has happened, it has caused some challenges to keep classes open because of bubbles needing to be sustained. 20.12.21: Tier 4 will cause difficulties in testing and remaining open for all children, though the intention is to do this.</p> <p><b>To Do:</b> - Tight monitoring of pupils' attendance reported to governing body - Evaluate patterns and determine what strategies can be put in place should a third lockdown happen</p>			<p>Gov: What has the school learnt from the lockdown and the impact on SEND children's learning? Gov: What are the plans for a local lockdown and how are these communicated? Gov: What short and longer term strategies have been effective and do we know if these will work under the pandemic?</p>
			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.	Dec-20	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.	<p><b>Status:</b> 20.09.07: Repair curriculum in place across the schools, understood by staff and communicated with parents, whilst starting to identify gaps and lost learning. 20.09.07: Staff discussions internally have been supportive of sharing resources and strategies - effectively reflecting on pupils' needs/experiences and research. 20.12.21: The use of MHEPs has been limited in establishing timely support and focused initiatives.</p>			<p>Gov: What external support is in place for the pupils needing additional mental health support? Gov: What's happening with the MHEP on site? Gov: What are you using SafeSpace for and what has been the impact? Gov: What internal mental health training is planned/happened? Gov: What's being done to support the mental health of staff?</p>
			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.	Dec-20	Cost. Staff absence. Training.	Wellbeing activities and support that do not mean 'enforced fun'.	<p><b>Status:</b> 20.09.01: Staff teams for wellbeing in place at St Luke's 20.09.01: Programme of events in place with staff contributions - given a strong profile within the school 20.09.01: MT supported to undertake the NPQSL regarding the focus on staff wellbeing. 20.09.01: 2.75% pay increase for teachers and support staff alike 20.09.01: SAS insurance promoted over the summer term and summer break for all staff to access. Additional support programmes advertised. Keeping in touch with staff happened. 20.12.21: Although challenged and exhausted, staff morale and resilience has been high over the term.</p>			Gov: How do you intend to make staff wellbeing genuine?
<b>Personal Development</b>											

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5	<b>Personal Development 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.	<p><b>Status:</b> RSE by Sep 2020. PSHCE by July 2021. Comprehensive CAPPs and STAPPs PSD created that includes expectations for RSE changes brought in for September 2021. 20.12.01: RSE policy created and co-produced with staff and parents.</p> <p><b>To Do:</b> -Training for all staff in the delivery of the RSE curriculum -Training for all staff in the delivery of the PSD curriculum -Analysis of the strengths of Personal Development across the schools - how to embed and reinforce this strength in teaching and work with parents.</p>			<p>Gov: How do you ensure coverage is pitched correctly and at the right time (when you consider age against cognitive abilities?)</p> <p>Gov: What resources are needed to ensure the delivery of the curriculum - are these budgeted for?</p> <p>Gov: What contingencies are in place should there be a negative reaction to the content of the curriculum - e.g. faced by some staff in Birmingham primary schools last year</p>
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.	Jul-21	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.	<p><b>Status:</b> 20.09.01: Award winning programme with Repair Shed 20.09.01: Development of Repair Shed programme with the curriculum as more staff are appointed at St Luke's to facilitate this. 20.09.01: Timetabling of Experience of Work with community programmes in Redbourn and Hemel are committed to</p>			<p>Gov: How can this be increased with volunteering?</p> <p>Gov: What is needed for marketing and promotion of this - extending the work but ensuring it is manageable and reliable?</p>
		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.	Dec-20	Resistance, Covid-19, anxieties, ODD, school refusers.	A shared understanding of the importance of attendance is communicated and support maintained for improving attendance.				
			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'.	Decisions can be made with confidence about retaining or making changes to our INSET programme to support parents.	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.				<p>Gov: What will you do with the information about parental choice of the grouping of INSETs together?</p> <p>Gov: Last year, Collett parents were not keen to have EHCP Review Days - what is happening about this over this year?</p> <p>Gov: How are INSET days being used this year - what changes have been made and why?</p> <p>Gov: How will you intend to use social media?</p>
		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.	Improving identified pupils' access to different activities will intentionally improve their engagement and enjoyment of school.	Apr-21	Health and Safety. Staff on site. Use of materials/resource s - 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.	<p><b>Status:</b> Clubs after school are not running as a result of breaking Covid bubbles on the premises.</p>			<p>Gov: In this pandemic, what are you doing about clubs?</p> <p>Gov: What is the purpose of clubs - are they about babysitting or curriculum development - if this is the case, how are you ensuring access for all?</p> <p>Gov: What are you doing to promote the clubs? If not running now, are you including some aspects of these experiences into the curriculum?</p> <p>Gov: What do the schools do for pupils who's families believe non-school subjects/experiences are critical for their development (e.g. horse riding)?</p> <p>Gov: What is the school doing for those children who need sensory interventions during the school holidays?</p> <p>Gov: How are you working with parents/carers during these times?</p> <p>Gov: What is happening with external providers and NHS/State interventions?</p> <p>Gov: Are parents informed about programmes to support their own children during non-school days?</p> <p>Gov: Are they working in conjunction with interventions/ procedures determined through school and is this making a difference for the child - how do you know?</p>
<b>Leadership and Management</b>											

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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.	Jan-21	Training needs. Staff willingness to be a DDSL.	Identification of staff who have shown particular interest/ previous DSL experience/ would support professional dissemination.	<p><b>Status:</b> 20.09.07: DSL training - investigated HCC, but not doing training in Covid-19 pandemic. As such, external trainer sought for Autumn Term. Four staff have agreed, with time allocated for duties: Collett: Anu, Christina. St Luke's: Julianne, Paula. 20.11.10: Additional Clara from St Luke's was DSL and will be retrained for St Luke's. 20.11.10: DSL now has more line management responsibilities. 20.09.07: DSL challenge to safer recruitment and SCR - publishing on website all the checks and criteria for staffing working in our schools. 20.09.07: Safeguarding induction for every member of staff taken place by the end of this week - covered for one year, whilst Level 1 training (3 year coverage) will take place in Autumn. 20.11.10: 5 x Additional Deputy DSLs booked for training March 2021. Inhouse development started November 2020 20.11.10: Hertfordshire issues with modern day slavery since lockdown. Increase in domestic violence in Hertfordshire with increase in cases to St Luke's and Collett reported by police to schools. 20.12.21: Full safeguarding inspection by Helen Jones of the schools resulted in a few minor improvements required, though overall, Safeguarding is effective and, there were many strengths identified. 20.12.21: Programme for new DDSLs to have responsibility for determined SHA and JP for 2021 to ensure coverage and prevent holes through excessive work load.</p> <p><b>To Do:</b> Embed new changes Amend Child Protection policy to reflect more of the culture of each school Ensure newsletter is produced on a weekly basis.</p>			<p>Gov: Where are the greatest safeguarding needs? Gov: What has changed over lockdown? Gov: Were our most vulnerable children suitably supported? Gov: What's the picture regarding our schools in the context of reported increases in abuse within the family home over the lockdown period?</p>
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.	Dec-20	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.	<p><b>Status:</b> 20.09.01: Job descriptions of all staff roles on website for all staff to see 20.09.01: Adapted job descriptions in place in response to the reduction of leadership as per the restructure and redundancies. 20.09.01: Recruitment for Autumn 2020 has been successful, with additional staff and replacement staff being of a very good calibre and determined for the needs of the school - e.g ASD experience and qualifications, experience of behavioural challenges. 20.09.01: Adverts have been strong and this year, used the TES as well as the local Herts for Learning source</p>			<p>Gov: What posts have yet to be filled? Gov: What is the strategy for further staffing in light of safer staffing requirements of St Luke's? Gov: Is the induction process good enough? How do you know? Gov: Do you have a buddy system? How are you protecting the wellbeing of new staff as they join busy SEND schools? Gov: Are all the staff DBS checked and are all statutory and best practice procedures for safer recruitment in place? Gov: Are all staff up to date with necessary training for recruitment? Gov: Is the Single Central Record up to date/ compliant/ checked for accuracy?</p>
				Governors will be able to more effectively hold staff to account for their areas of accountability.	Dec-20	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.				<p>Gov: Where do I find the information needed to drill down information on staffing? Gov: What do you think I will find? Gov: What should I NOT expect to find?</p>
				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.	Dec-20	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.				<p>Gov: Tell me about the teaching of reading - who is responsible and what are his/her priorities? Gov: Can you identify who the best teachers of reading are in each school? Why are there better teachers than others? What are you doing about this? How will we know when this is done? Gov: What are you measuring? What will the data about reading tell the governors? Gov: Who will work with the data and what improvements are required? Gov: How will you know when the objectives of strategies/resources/procedures</p>

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			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.	Jul-21	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.	20.11.10: Accredited training and recommended sources including county have been employed for training and support. Including: HIPS, ISL Leads, SaLT County leads, ASD specialist leaders,			Gov: What's in place and how effective is this? Gov: What plans are in place to make necessary changes? Gov: Who are your providers of training - how do you know they are good enough? Gov: What is the impact of your training programmes - are they cost effective? What kind of budget are you spending on training across the schools?
				Middle leaders will feel more confident in working with the teachers, TA's, volunteers and student teachers in their departments.	Jul-21	Training.	Agreed support and systems for interventions upheld and maintained.	20.11.10: NPQH, NPQSL and NPQML, Teacher training, HLTA training all in place this year. Comprehensive training programme and document in place for staff.			Gov: Do middle leaders not feel confident now? What areas do they need support with? Gov: Why are middle leaders so important in the SEND schools? Gov: Why don't we have middle leaders therefor in FHCC? Gov: What are senior leaders doing about succession planning? Gov: Where's the impact of the training put in place - how do you know?
9	With the increasing complexity of pupils placed in the schools, staff require specific training to improve some children's access to learning.	To upskill teachers and teaching support through targeted 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.	Jan-21	Costs. Time.	Developing specialisms and bespoke training programmes to help individuals access relevant training and knowledge across their team.	Status: Review of St Luke's and Collett's access to EP, Girls Group, incorrectly placed children review with Sally Glossop and EP service planned for January 2021			Gov: How do you know the needs of the children have changed? Wheres the evidence? Gov: So what have you done about it? Gov: What has been the impact of your work with HCC and the funding mechanisms for the schools in the federation?
10	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.	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.	20.09.01: The budget for 2020-21 is expected to go into deficit with the additional staffing levels required for safe staffing in Autumn 2020 for St Luke's and FHCC. 20.09.01: The Governors understood the rationale for additional staffing and the need to ensure the schools are safe. 20.09.01: The classroom replacements at Collett have happened. This has prevented the need to exclude two classes worth of pupils as the buildings were deemed not fit for purpose by the LA. 20.09.14 :			Gov: What are the schools' priorities now with regard to the as yet, unfulfilled HCC promises of additional classrooms at St Luke's and the intention for expansion of both schools?
		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.	Feb-21		Training. Increased monitoring. Improved analysis.	Status: Full financial review by HCC happening January 2021 - discussed in November 2019 with Tania Rawle			Gov: What are the changes you have achieved with the finances since July? Gov: How will you ensure the monitoring for Governors is accurate in light of the challenges faced by the school over the three years?
11	Staff Wellbeing is variable across the federation; some high, some low.	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.	Jul-21	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.	Status 20.09.07: St Luke's Wellbeing Action plan in place. Training for go-to people for staff concerns in place. Events advertised for wellbeing. 20.09.07: DSL and Marc Tindall meeting every month to review and plan. Met in Aug & Sep. 20.09.07: Video call with Yael (CAMHS School liaison) - impact: information consolidation, awareness raising. Marc to attend mental health training with updated DfE training. 20.11.10: staff tired but moral and attendance good overall, despite the challenges of Covid.			

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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.	Jan-21	Engagement.	Clarity in shared information and consultation where relevant is undertaken to gather stakeholder views.	<b>Status:</b> 20.11.01: Survey to parents showed favourable view of communication from school - an improvement on last year as a result of the additional work and reliability of information shared.			<p><i>Gov: Is everything online? How is GDPR being met?</i></p> <p><i>Gov: How do you know what communication is ineffective? What methods of gathering information are you using?</i></p> <p><i>Gov: How are you/ will you be including parents and carers more in the development of the schools?</i></p> <p><i>Gov: What's the status of the Friends of Collett/St Luke's/ FHEC? Are they popular groups? What are you doing about recruitment to these?</i></p> <p><i>Gov: What's the impact of school improvement communication with parents? Do they have a thirst for this - if yes, what are you doing that includes them. If not, what are you doing about this?</i></p>
			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.	Dec-20	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.	<b>Status:</b> 20.11.01: Survey to parents showed favourable view of communication from school - an improvement on last year as a result of the additional work and reliability of information shared.			<p><i>Gov: What are you doing about checking and providing information over the pandemic?</i></p> <p><i>Gov: What are the priorities for the school?</i></p> <p><i>Gov: What systems are in place for making information accessible and how do you know this is effective or not?</i></p>
<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.	Dec-20	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.	<b>Status</b> 20.09.01 See Asset Planning and Development 20.09.01 Updates on the building work have documented on the website and finances. 20.12.01: Asset Management Plan updated and on Governorhub			<p><i>Gov: What's the priority for the schools? And how will these be funded?</i></p> <p><i>Gov: What's the impact on fundraising been like?</i></p> <p><i>Gov: Is fundraising steering the development of the schools or is the school steering fundraising for the needs of the children?</i></p>
			13.2 We will establish and publish short-medium and longer-term funding plans.	Clarity around decision-making is more widely understood.	Feb-21	Time. Systems agreement.	Communication with stakeholders, ensuring views and values are upheld.	<b>Status</b> 20.11.10 Fundraising Update for governors for FGB produced. Website pages updated			<p><i>Gov: Where do I find the information about fundraising? How do I know this is appropriately managed and that it is financially reliable, prevents fraud and deception?</i></p>