

# Highfield School 3 year Self Improvement Plan

Sept 2020 to July 2023



Context:

Highfield School is a special school for mixed pupils aged 11 to 19 with SLD. Pupils have a range of needs, with many having a diagnosis of SLD, ASC, ADHD, VI, HI and PD.

The last Ofsted inspection was May 2018 report where the school was judged to be good across all areas of the pre 2019 framework with outstanding for personal development and welfare.

|  |                    |
|--|--------------------|
| <b>Effectiveness of Leadership and Management</b>  | <b>Good</b>        |
| <b>Teaching, Learning &amp; Assessment</b>         | <b>Good</b>        |
| <b>Personal Development, Behaviour and Welfare</b> | <b>Outstanding</b> |
| <b>Outcomes</b>                                    | <b>Good</b>        |
| <b>P16 Provision</b>                               | <b>Good</b>        |

**The identified areas for improvements at this inspection were ( as outlined by Ofsted May 2018):**

**Improve the quality of leadership and management further by:**

- Continuing to develop the curriculum to take greater account of the changing needs of pupils.
- Ensuring that assessment arrangements to check on pupil's progress are amended in the light of the curriculum changes.

**Improve the quality of teaching, learning and assessment further by:**

- Continuing to develop staff skills to identify consistently when pupils are ready to move on, amending activities so that pupils consolidate their skills and stretch their thinking.

This improvement plan is written under the areas of the new inspection framework Sept 2019

## Highfield 3 year Improvement Plan Sept 2020 to July 2023



| <b>Vision, values and purpose</b>   |  |  |
|---|--|--|
| <p style="text-align: center;"><b>Vision</b></p> <p>To maximise pupils potential for confident and independent futures. We aim to do this through a pupil centre, personalised curriculum which measure progress against their EHCP outcomes.</p> | <p style="text-align: center;"><b>Values</b></p> <p>Communication<br/>Independence<br/>Resilience<br/>Respect for each other and ourselves<br/>Enjoyment<br/>Responsibility<br/>Compassion<br/>Community<br/>Excellence</p>  | <p style="text-align: center;"><b>Purpose</b></p> <p>Our purpose is to educate and empower our students to develop the attitudes and skills they need to succeed</p> |
| <b>Three year aims</b>  |  |  |
| <p style="text-align: center;"><b>Leadership and management</b></p>   | <p>Driven by dynamic governance and strong leadership, an outward facing school which works in partnerships with others, promoting a strong and resilient structure through robust performance managements, enhance CPD opportunities and collaborate practise so leaders, teachers and support staff can develop and create powerful learners ready for their next stage of development. Leaders to develop and harness a growth mind set throughout school and to be outstanding in all areas by July 2023</p> |  |
| <p style="text-align: center;"><b>Quality of Education</b></p>  | <p>Provision is built upon innovative, personalised, engaging curriculum which is informed by meaningful assessment for learning and enhance to collaboration, quality of education to be outstanding by July 2023.</p>  |  |
| <p style="text-align: center;"><b>Personal Development<br/>Behaviour and attitudes</b></p>  | <p>All students are facilitated to achieve their personalised outcomes in relation to their EHCP,<br/>That students are taught resilience and positive attitudes to learning and life skills to maximise their outcomes in preparation for adulthood</p>   |  |

**THE QUALITY OF EDUCATION**

| <b>Objective</b>  | <b>Action</b>   | <b>Accountability</b>     | <b>Responsibility</b>     | <b>Success Criteria/ Impact</b>   | <b>By when</b> | <b>Progress on this Objective- Rag rating</b>   | <b>Date</b> | <b>Resources</b>   |
|---|---|---------------------------|---------------------------|---|----------------|---|-------------|--|
| <b>What are we trying to achieve?</b>   | <b>What do we need to do to achieve it?</b>   | <b>Who is accountable</b> | <b>Who is responsible</b> | <b>What will it look like when it's done?</b>   |                | <b>Red – progress not evidenced<br/>Amber – partially completed<br/>Green Completed</b>   |             | <b>What resources do we need to achieve it?</b>  |
| <b>Ensure that the school's curriculum Intent and Implementation are accessed equitably by all pupils and embedded securely across the school</b> | <p>Sampling of all staff, pupils, parents' stakeholders to ensure curriculum intent is understood by all</p> <p>Visit or work with similar schools to look at and compare curriculum intent</p> <p>Whole school monitoring and evaluation cycle and templates for reporting is focussed and reports specifically on the effectiveness of curriculum intent and implementation</p> | <b>DR</b>                 | <b>DS<br/>PP</b>          | <p>Pupils make outstanding progress overall.</p> <p>Lesson Obs, learning walks and pupils' work reflects that all pupils can access the curriculum, make good progress and that the intent is reflected in the schools' delivery of its curriculum</p> <p>All staff pupils and wider school community can articulate and demonstrate understanding of the Curriculum intent</p> |                | <p>Informed Curriculum intent statement agreed across all stakeholders</p> <p>Regular sampling of all stakeholders on understanding of curriculum intent</p> <p>Bi- annual progress analysis reflecting all pupils making at least good progress and most outstanding progress</p> <p>Whole school monitoring and evaluation cycle and templates used reporting on effectiveness of school to deliver its curriculum intent effectively</p> |             | <p>Surveys created by leaders produced by admin</p> <p>Funding and release for staff to undertake school visits</p> <p>Release for senior and middle leaders to undertake monitoring</p> |

**THE QUALITY OF EDUCATION**

| <b>Objective/intent</b>  | <b>Action/implementation</b>   | <b>Who</b>                    | <b>Success Criteria/ Impact</b>  | <b>By when</b> | <b>Progress on this Objective-<br/>Rag rating</b>   | <b>Date</b> | <b>Resources</b>  |
|--|--|-------------------------------|--|----------------|---|-------------|---|
|  |  |                               |  |                |   |             |   |
| <p><b>Ensure that the school has the evidence that the knowledge and cultural capital that pupils need is clearly and accurately identified and reflected across the curriculum pathways</b></p> | <p>Undertake surveys of staff, pupils' parents' stakeholders to agree accurate and robust Curriculum intent statement</p> <p>Whole school event to share curriculum intent</p><br><p>Sampling of a; stakeholders to ensure curriculum intent is understood and agreed</p><br><p>Internal Curriculum audit and mapping to ensure schools intent is reflected equitably across subjects and categories of Childrens needs</p><br><p>External review and report of curriculum</p> | <p>SLT Curriculum leaders</p> | <p>There is a clear statement and understanding of the cultural capital that pupils need which has been informed by all stakeholders and this is reflected in the curriculum intent, content and implementation</p><br><p>Cultural capital is embedded in curriculum maps and planning through the school core values</p><br><p>Internal curriculum audit and mapping identifies and addresses gaps in Curriculum pathways</p><br><p>External review provides evidence that LL curriculum is appropriate</p> |                | <p>Surveys developed and available</p> <p>Surveys undertaken and feedback analysed and reported to SLT and Gov</p> <p>Appropriate actions agreed and implemented effectively</p><br><p>Whole school CPD event to include all stakeholders - leads to consensus on knowledge and cultural capital content for school</p><br><p>External curriculum review judge's curriculum pathways as outstanding /relevant appropriate and fit for purpose</p> |             | <p>Surveys created by leaders produced by admin</p><br><p>Admin and SLT time to analyse and produce report on Curriculum</p><br><p>Time for Curriculum intent statement circulated by admin team where appropriate</p><br><p>Time for relevant school leaders to undertake curriculum audits and report</p><br><p>Funding or additional</p> |

