Self Evaluation Plan (SEF) - 2024/25

This plan addresses key findings from Ofsted and identifies action steps for each subject area and operational aspect of the school, aiming to improve pupil experience, leadership effectiveness, and academic outcomes.

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1. Leadership and Management

Ofsted Recommendations:

- Leaders need to streamline data systems for better analysis and oversight of pupils' wellbeing, attendance, and behaviour.

- Pupils should have more opportunities to contribute to decisions about their education.

Key Actions:

- **Streamline Data Systems:**

  - Implement a unified data management system to track pupil wellbeing, attendance, and behaviour.

  - Ensure regular reports are produced and reviewed by leadership teams, with emphasis on identifying trends and early intervention strategies.

  - Provide training for staff on using the new system effectively to ensure consistent data entry and analysis.

- **Pupil Voice:**

  - Develop structured opportunities for pupils to contribute their views on school policies and educational developments (e.g., regular surveys, pupil forums, focus groups).

  - Integrate pupil feedback into decision-making processes, particularly on areas related to curriculum, wellbeing, and school environment.

Success Indicators:

- Clear, actionable reports based on streamlined data.

- Increased pupil participation in school decision-making processes (measured through surveys and feedback sessions).

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2. School Capacity and Infrastructure

Key Actions:

- **Space Analysis & Improvement:**

  - Conduct a comprehensive review of the school's physical space to assess capacity and identify areas for improvement (e.g., classroom sizes, specialist spaces).

- Consider the development of the caretaker's bungalow to expand capacity for staff, storage, or additional pupil services.
- Explore opportunities to create multi-functional spaces for group work and individual learning.

Success Indicators:

- Increased capacity and better use of physical space.
- Positive feedback from staff on improved facilities.

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3. Senior Leadership and Governance

Key Actions:

- **Restructure Senior Leadership Team (SLT):**
  - Review and restructure the SLT to ensure it aligns with school priorities and supports effective leadership across key areas (wellbeing, curriculum, behaviour, inclusion).
  - Clearly define roles and responsibilities to improve accountability and communication.

- **Governors' Induction:**
  - Implement an induction program for new governors to ensure they have the knowledge and skills to effectively support the school's strategic goals.
  - Provide regular updates and training to governors on areas such as safeguarding, data analysis, and curriculum development.

Success Indicators:

- A more effective and well-organised SLT.
- Positive feedback from governors and improved governor involvement in school life.

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4. Subject Area Development

High Needs:

- **Outdoor Curriculum:**
  - Develop a more practical and engaging outdoor curriculum for pupils with high needs.
  - Introduce regular outdoor learning activities that encourage physical engagement and support therapeutic approaches.

Behaviour:

- **New Reward System & Support:**

- Reinvent the 'Social Stars' reward system to promote positive behaviour and social skills.
- Provide direct classroom support to pupils showing behavioural difficulties, focusing on personalised intervention strategies.

Maths:

- **Focus on Basic Skills:**

  - For Key Stage 3, place a strong emphasis on building basic numeracy skills, with targeted support for less able pupils.
  - Implement practical activities and interventions to support pupil progress in maths.

Science:

- **Real Life Experiences:**

  - Introduce real-life science experiments and field trips to ignite pupils' enthusiasm for the subject.
  - Ensure progression from basic skills to secure subject knowledge through differentiated teaching approaches.

PE:

- **Curriculum Review:**

  - Review and adapt the PE curriculum to account for larger class sizes, potentially introducing more team-based or outdoor activities.

ICT:

- **Qualification & Project Development:**

  - Extend the range of qualifications available in ICT and introduce project-based learning (e.g., creating a project on 'space' or 'British Wildlife').
  - Develop new digital skills assessment tools to ensure pupils are equipped with the necessary competencies.

Careers:

- **Higher Needs Opportunities:**

  - Create and promote career development opportunities for pupils with high needs, including work placements, career guidance, and further training.
  - Implement structured reflection sessions for pupils following work experience.

Art:

- **Workshops & Resources:**

  - Further develop the concept that 'Art Matters' by integrating creative workshops and outdoor art trips.

- o Create additional teaching resources to support high needs pupils in art education.

Social Interaction and Resilience:

- **Skill Development Training:**

  - o Provide additional training for staff to support the development of pupils' social interaction skills and emotional resilience.

  - o Broaden the opportunities for skill development through enrichment activities and peer support.

PSHE:

- **Curriculum Expansion:**

  - o Expand the PSHE curriculum to include more community engagement, work experience, and links with parents to improve lesson relevance and engagement.

English:

- **Library and Dyslexia Support:**

  - o Appoint a dedicated library leader and further develop library resources to support literacy across the school.

  - o Expand dyslexia training for staff to improve support for pupils with reading difficulties.

High Needs FED:

- **Practical Application & Independence:**

  - o Develop more opportunities for pupils in the High Needs Federation to apply their learning practically and encourage independent regulation of their learning.

Success Indicators for Subject Areas:

- Improved pupil outcomes in core subjects.

- Increased pupil engagement and enthusiasm in outdoor, practical, and real-world learning experiences.

- Enhanced use of digital and project-based learning in ICT and other subjects.

- Positive feedback from pupils on the relevance and variety of their educational experiences.

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5. Professional Development

Key Actions:

- **Targeted Staff Training:**

  - o Deliver training to staff across the school in key areas, including behaviour management, differentiated teaching strategies, outdoor learning, and supporting high needs pupils.

- o   Ensure that staff are equipped to deliver the restructured curriculum and respond to pupils' individual needs.

Success Indicators:

- Improved teaching quality as measured through lesson observations and pupil outcomes.

- Staff feedback on professional development opportunities.

Monitoring and Review

- **Ongoing Evaluation:**

  - o   Monitor the effectiveness of the improvement plan through regular reviews by the senior leadership team and governors.

  - o   Adjust actions based on feedback from staff, pupils, and parents to ensure continuous progress.

Success Indicators:

- Regular reports on progress towards meeting SIP targets.

- Feedback from stakeholders (staff, pupils, governors, parents) showing improvements in key areas.

This School Improvement Plan is designed to address the key recommendations from Ofsted while also ensuring sustainable development in curriculum delivery, leadership, and pupil wellbeing. By focusing on these areas, the school aims to improve both pupil outcomes and the overall school experience.