

# The William Henry Smith School



School Self-Evaluation and School Improvement Plan 21/22

## **Strategic Ambition**

*Surpass our outstanding specialist provision; maximise its skills, expertise, knowledge, resources and environment to guarantee impact. Ensure pioneering research and innovative delivery across SEN which maximises the attainment and progress of all students and ensures a social return on investment.*

*Become the hub of SEMH provision in the north of England, developing SEN services beyond our drive and impacting locally, regionally and nationally.*

## **Organisational Purpose**

### ***'Becoming the best you can be'***

*We work with children and young people across a broad spectrum of social, emotional, and mental health challenges. We use our knowledge, experience, and expertise to help them become the best they can be. We provide a positive sense of self, promote high aspirations, and offer endless opportunities to achieve outstanding outcomes. We plant the foundations for health, happiness and growth by building strength, confidence and resilience, a love for learning and a tool box to help manage life's challenges.*

*We teach right from wrong, a positive mind-set and the belief and value of a 'can do' approach. We aim for our children to become respectful citizens who have the ability to form healthy relationships and contribute to society, through social and moral purpose and economic responsibility. We help adults in our school community develop their skills to enable them to be outstanding reflective practitioners who are able to support, develop and educate our children.*

*Beyond our doorstep, we contribute to professional and peer review and development, providing knowledge and experience across the sector. We provide leadership roles across National Organisations and make a valuable contribution, including providing specialist support and delivering training to both mainstream and special schools locally, regionally, and nationally.*

## School Context

<b>Designation</b>	Non-Maintained Residential Special School	<b>PAN</b>	75 permanent plus 5 temporary	<b>Age range</b>	5-19
<b>Students on roll and status i.e., Resi etc</b>	<b>76 made up of</b> 42 Non-Residential 6 Part Residential 28 Residential	<b>Students with EHCP</b>	100% (76 students)	<b>User authorities</b>	14
<b>Students eligible for pupil premium</b>	67% (51 students)	<b>Students with co-existing conditions</b>	100% (76 students)	<b>Students with communication, Processing, and interaction difficulties</b>	81% (61 students)
<b>Students with English as an additional language</b>	1.5% (1 student)	<b>Students</b> CLA CIN Fostered/Adopted	27% (20 students) 16% (12 students) 27% (20 students)	<b>Students with 1:1 or 2:1 support</b>	48% (36 students)
<b>Students entitled to FSM</b>	58% (44 students)	<b>Students from single parent families</b>	36% (27 students)	<b>Students on a Child Protection Plan</b>	8% (6 students)
<b>Persistent absence</b>	-	<b>Students with a social worker</b>	37% (28 students)	<b>Students with CP Concerns</b>	6% (4 students)
<b>Students with Adverse Childhood Experiences</b>	100% (76 students)	<b>Students who have missed formal schooling for 3 months or more prior to admission</b>	37% (29 students)	<b>Overall student attendance</b>	2018-19 – 92.78% 2019-20 – 82.23% 2020-21 – 89.58%
<b>Students with 4 or more Adverse Childhood Experiences</b>	31% (23 students)	<b>Students with Vulnerability Factors</b>	100% (76 students)	<b>Students requiring intimate care</b>	22%
<b>Students moving onto College or Further Education</b>	100%	<b>Students remaining in College or Further Education after a year</b>	100%	<b>Students receiving Commissioned Services (BEST)</b>	6
<b>Staffing Structure</b>	Our robust and well embedded staffing structure ensures staff are deployed in a focused and effective way, always with our statement of purpose and strategic plan strategic at the forefront. The senior and middle leadership structure has been increased and enhanced in recent years which has provided opportunity for us to reflect and have the capacity to meet the future needs of the school. We are currently in a further transitional period towards implementing additional leadership enhancements ahead of September 2021. Our aspiration is to build a staffing community who believe in their own abilities and achieve their aspirations. We build resilience in our staff to have the confidence to face challenges with determination. Our staff are our strongest asset and are an ever-growing team of dedicated specialists, highly trained, equipped, and skilled with knowledge and experience to meet ever increasing needs. Our staff work is grounded in our values and ethos which is overt and apparent in all actions. Staff are engaged in research, innovation, development and change on a constant basis and as a result are skilled in decentralised decision making. All staff are offered high quality and effective line management, supervision and where needed clinical supervision and coaching. Individual pathways are offered to staff in terms of learning and development to meet both the needs of the school and the skills and interests of our staff in line with our development plan. We learn continuously as a community, together and staff support for one another is extremely strong with purposeful partnerships that help develop understanding and knowledge of each other's roles and their art in the school. There is an important level of trust and respect between our staff and a culture of support and empathy at all levels.				
<b>Quality of Life &amp; Positive Behaviour Support</b>	The Quality-of-Life Framework encapsulates all the work already being done across all areas of the school, it is an inherent part in our ethos and intent, and it also quite naturally sits alongside our Positive Behaviour Support approach and values. With a strong focus on Independence, Social participation and Well-being, the framework gives us a fantastic opportunity to identify areas for improvement and focus. Our Quality-of-Life work is underpinned by the belief that our students need to be happy, healthy, and able to make decisions, which prepare them for adult life. Our QoL curriculum is already firmly embedded into much of the work and learning that is undertaken with the students. Therefore, our QoL outcomes are cross-referenced to areas such as Social Progress, PSE, RSHE, OCR Life and Living Skills and AQA Unit Awards. QoL tasks, although covered in school, will often be shared with the family to allow them to be practised and reinforced at home.				

	<p>Under the QoL umbrella, we currently offer Health and Well Being sessions to all our families' and we have received some fantastic results from this offer. The sessions are led by a fully qualified Personal Trainer who promotes, making small changes that become habit, with a focus on exercise, diet and lifestyle. Two of our families have been fully committed to the sessions and they have been happy to share their personal journeys with our school community and to the wider audience. Both of these individuals QoL have improved significantly over last few months and their stories reflect their progress.</p> <p>Our staff understand that they play an active role in promoting and implementing all strands of the QoL framework and that their Health and Well Being is of the utmost importance, therefore we offer both individual and group HiIT sessions to our staff as well as yoga, meditation sessions, five a side football, clinical supervision /life coaching and much more.</p>
<p><b>Commissioned Services inc. BEST &amp; Home Tuition</b></p>	<p>Our Bespoke Education Support and Tuition (BEST) team caters for complex needs, predominantly Y11 or 16+ students, who have unfortunately proved too difficult to place and who therefore find themselves 'between services' and outside of any formal educational provision. We have a dedicated on-site purpose made building which offers: an ASD friendly classroom; a sensory learning space; a social skills area; a life skills kitchen; and a covered outside vocational/sensory garden. We also have two off-site learning bases which offer individual, bespoke learning, planned, and delivered by experienced teachers and support workers. Home tuition is also offered to students who are experiencing mental health and anxiety which is causing barriers to them studying outside their home. The team consists of Teachers who deliver a broad spectrum of subjects as well as a Social Worker, Counsellors, and experienced Case Workers. The staff work with the students both on and off site; at home and in the community; and in constant liaison with families and other agencies.</p> <p>The current programme incorporates community-based work, developing life and social skills and interacting with the public with a focus on reducing social isolation and encouraging peer mentoring. The education offer currently includes a wide spectrum of levels...AQA awards, OCR qualifications, GCSE and A levels which are all delivered on a 1:1 basis. This helps the young people focus of gaps they may have in their learning as well as addressing their individual learning difficulties. We focus on teaching functional skills and promoting independence and have access to a bank of community-based resources. Much of our off-site work is supported on a 2:1 basis and any on site work is supported on at least a 1:1 ratio when participating in group engagement activities. We are very keen to work with other agencies to signpost 'where next' and ensure we are working towards realistic and holistic future outcomes for all students.</p> <p>Therapeutic input, including Psychotherapy, Clinical and Forensic Psychology, OT and SaLT can be commissioned as an additional service...we do currently have several external therapy clients via this route and could market this further in the future.</p>
<p><b>Curriculum, Timetables &amp; Pathways</b></p>	<p>All our children come to us with a depth and range of diagnoses, with prevalence around Social, Emotional and Mental Health needs and challenges, complicated by co-existing conditions. The needs of our students, including their barriers, starting points, their contexts on arrival, experiences, and feedback, are what shapes our curriculum design. Very broadly speaking, the special educational needs of our children fall under the following areas: Communication &amp; Interaction; Cognition, Learning &amp; Play; Sensory &amp; Physical; Preparation for key transitions/independence/adulthood; and Health &amp; Medical. Therefore, the breadth, diversity and complexity of their needs dictate individual approaches and pathways to scaffold education, health, and care.</p> <p>Quality of Life is a particularly key component of our intent. As well as a whole school approach to hearing student and family voice and using feedback from termly surveys (to inform our curriculum priorities), we use a universal and widely accepted QoL model. This is centred upon three broad dimensions - Independence, Social Participation and Well-being. This model, and associated sequential descriptors, forms the basis of Key Workers' and whole school curriculum priorities. All our children have guaranteed unequivocal fair access to a rich, broad, balanced and experiential curriculum delivered across 24-hours of seamless learning opportunities. Experiences in residential care and after school, including evening activities, membership of clubs, trips, cultural/subject/topic and learning celebrations, outdoor learning weeks, weekends and holidays away have very clear and tangible links within the curriculum offer. All students have access to creative opportunities, i.e., music, art, singing, dance, yoga and play as well as outdoor and progressive skills that build on prior experiences, develop, and promote interests and talents which link with and are transferrable to home and families.</p> <p>The curriculum is delivered via an integrated approach from staff across all disciplines including residential care, teaching, learning support, family support, OT, SaLT, and Psychotherapists and is scaffolded by extensive support services. Staff are experienced and appropriately trained and they all work on the principle that there are no limits to success. Our curriculum is the totality of students' experiences from KS1 through to KS4, and beyond for young people who reside and attend local colleges in KS5. It is a 24-hour curriculum in its purest sense, providing students with teaching and learning experiences across a range of subjects and activities throughout the day and into the evening. Day time learning is delivered in a sequential, progressive manner through each stage, at each point checking learning with recall and retention (using a multitude of methods) and developing learning over time. Whilst teachers understand the knowledge and skills to be gained at each stage, the curriculum and its delivery addresses gaps in knowledge and understanding from individual starting points to ensure our students develop, consolidate and deepen understanding across all areas over time. Subjects and curriculum areas include: English, Maths, phonological awareness, RSHE, Modern Britain, PSHE, SMSC, Imaginative Learning, Computing, Investigative Science, Outdoor Learning, Creative &amp; Expressive Arts, Water confidence, Sports, Leisure &amp; Fitness, The Arts Award and Careers &amp; Employability; Design &amp; Technology, First Aid, Construction, Duke of Edinburgh Award, Textiles and Music are also offered.</p> <p>Some students still need to embed the foundations of learning and therefore are best suited to an Early Years type provision/delivery, designed to develop communication and language, physical, personal, social, and emotional skills, literacy, and mathematics, understanding of the world, and expressive arts and design. Supported by a carousel of continuous provision stations, appropriately designed and resourced, children in KS1 and 2 are introduced to imaginative learning projects, in a cross-curricular approach, that build on knowledge and help make sense of concepts. This provides firm foundations, using the phases of Engage, Develop, Innovate and Express. As well as building on early learning goals, there is increased focus on areas of English, Maths, Science, Art &amp; Design,</p>

	<p>PHSE, Geography, History, Computing, Design &amp; Technology and PE. Students are also encouraged and supported to complete the challenge of '50 things to do' before moving to KS3. In KS3, most students are ready for their next stage of personal learning and development. This includes more choices and opportunity to access academic and vocational study in areas of interest and skill, whilst still providing access to core subjects and the wider curriculum areas. Our personalised WHSS EBacc pathways provide core subjects, personalised choices and a breadth of opportunities and experiences to create a 'passport to the future,' including a further '50 things to do', leading to a transition to KS4. In KS4, students are introduced to more formal study options dictated by personal pathways linked to career aspiration, interests, and skills. Some of our young people access bespoke learning and development packages and are supported off site at local education and skills providers. Students are encouraged to complete their passports to the future, participate in work experience and develop the skills for independence, further study and employability.</p>
<p><b>Qualifications &amp; Awards</b></p>	<p>The WHSS EBacc is our bespoke school performance indicator that measures students' success and attainment at the end of Year 11 based on a range of achievements, experiences, life-based skills, awards, and qualifications. All our students are entered for the WHSS EBacc on a pathway suited to their skills, needs and talents. It is our aim that every student will achieve the EBacc by the time they leave us. Our bespoke EBacc recognises that a broad and balanced curriculum is vitally important to help all students fulfil their potential, whatever their educational needs and learning goals.</p> <p>We have four pathways, all of which set our students in good stead for the next stage of their learning journey, providing them with the qualities to access further education, life skills relevant to today's world, and easing their transition into adult life. All four pathways contain academic success in two of the core subjects, English, and mathematics. Our students can select three non-core subjects from a varied and broad range of qualifications and awards that suit their skills, interests, and talents. Many students study more than these. Alongside academic qualifications, all our students can undertake a plethora of experiences such as bike-ability, health and fitness, outdoor learning, and water confidence to name a few. This works alongside our '100 things to experience before you leave WHSS' initiative. Our students also undertake learning in areas such as first aid, food safety, online safety, British Values; achievement of the EBacc also considers student participation in our Quality-of-Life Curriculum, Therapy, Social Progress System, work experience, school jobs, volunteering and community work, participation in clubs and activities, and progress made towards their individual EHCP targets.</p>
<p><b>Assessment &amp; Annual Review of EHCP and progress</b></p>	<p>We use a mixture of bespoke and off the shelf screens, baseline and assessment methods are used for care, health and therapy, which feed in to the 15-week assessment. These capture all progress made from individual starting points through to destinations. Assessment serves a multitude of purposes, as well as identifying gaps and next steps, we use our information and data to reflect on the impact of our interventions and progress made against EHCP outcomes.</p> <p>Students are entered for SATs based on individual academic performance and emotional readiness. The school is data informed and performance data is only a starting point- a useful indicator of a need for further discussion and investigation of the context and story behind.</p> <p>We use formative assessment to inform future planning for progress, address misconceptions and provide feedback and support for students to achieve their next steps. The key to demonstrating progress at this school is supported by the importance of on-going monitoring and feedback which is integral to teaching and learning and captured by a variety of methods, often suited to individual needs.</p> <p>Summative assessment is used to give us a snapshot, at a point in time, to track progress from individual starting points (against end of year expectations broken down into stages, such as 351 = stage 3 with 51% completed) and stored on our information management system (SID). An indication of 1/ suggests students have visited a strand within a subject stage and 2/ that students are secure in knowledge and consistent application. This said, we know that our students will always need to revisit many aspects of their learning due to their SEN, learning barriers and SEMH needs; despite this, our students access qualifications in KS3/4, and 5 through college courses often studied in the local area.</p> <p>Due to a high percentage of our students with significantly low starting points and disadvantage, as well as the small learning groups, it is often not relevant or beneficial to look at cohorts of students as focus is on individual progress (not solely attainment). Expected progress over time is therefore difficult to define accurately, however short-term targets do reflect next steps of expected progress and allows flexibility to revisit areas, as necessary. Our system does however allow for comparative data and the Senior Leadership Team sample data and information to ensure there is a relentless determination to drive forward improvement across education, care, health, and therapy. Initial progress may not be rapid and catch up with peers does not always occur, yet our expectations remain high in all areas of progress.</p> <p>Numerical pupil outcomes, published in performance data, is therefore not relevant in judging school effectiveness. Attainment 8 data is not relevant in the main due to the lack of data, the fact that cohort numbers are less than 5 and that our students need a broader offer to meet their needs.</p>

	<p>Our resident Occupational and Speech and Language Therapists carry out many observations within both the classroom and social setting.</p> <p>The SaLT assessment provides questionnaires to the child’s home, class, and house settings. The questionnaire analyses all the components of speech and language, including communication, speech, social interaction, expressive and receptive language, play and attention. The questionnaire also asks for the adult’s primary concerns in terms of speech and language therapy.</p> <p>The Occupational Therapy Assessment takes place within the school environment (but is often supported by screening questionnaires sent home, for example ‘Sensory Profile Checklist.’ The assessment findings are based on:</p> <ul style="list-style-type: none"> <li>• Discussions with Education and House staff.</li> <li>• Observation in the classroom and around school.</li> <li>• Non-standardised handwriting assessment.</li> <li>• Movement Assessment Battery for Children (2nd Edition).</li> <li>• Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI; Beery, Buktenica &amp; Beery 2004).</li> <li>• A review of his previous paperwork</li> </ul> <p>A member of the Psychotherapy Team is ideally allocated to undertake a therapy assessment with all students during their first 15 weeks. However, an initial screening discussion always takes place first to ascertain whether the student is ready and able to participate at this point (a ‘settling in’ period is sometimes required for a variety of reasons). The allocated Therapist contacts parents/carers and gathers any relevant family history and background information (including ACE’s/VF’s). This often takes place during a home visit with the Psychotherapist and our Systemic Family Therapist.</p> <p>The student will usually meet with their therapist 5 times during this initial period with a view to supporting them to: feel comfortable within the school; overcome anxieties about being away from home; and gauging their suitability for longer term therapeutic input. A therapy assessment report is shared within the 15-week multidisciplinary meeting and includes results of assessment tools such as SDQ and HoNOSCA.</p> <p>The assessment process concludes with a multidisciplinary team meeting to discuss their findings, including Education, Care, Health and Therapies departments. Conclusions from the assessment, ensure that the needs and development of the students can be tailored and delivered at a level that is appropriate to them across all departments and the outcomes in the EHCP documentation are reviewed and any recommendations to these outcomes are suggested to the LA.</p> <p>Following the Initial Assessment, an EHCP review takes place after approximately 6 months and then once a year as a minimum statutory requirement. The EHCP meeting process is an opportunity to celebrate and share progress that the student has made throughout the year with parent/carers, external professionals, and the LA. The multidisciplinary meeting is generally held within school where all parties are given the opportunity to share the work undertaken and progress made whilst also making suggestions on areas for future improvements. From these discussions, the EHCP outcomes are reviewed and any recommended changes to outcomes agreed. LAs are then expected to adopt these outcomes and this forms the basis of the EHCP GOING FORWARDS.</p>
<b>COVID</b>	58% rise in CP concerns and referrals; 25% increase in self-harm; 100% absences during Pandemic were due to Covid
<b>Ofsted (15/3/18)</b>  <b>Key Areas to improve further from last inspection report</b>	<p>Outstanding</p> <p>Continue to improve the quality of teaching, learning and assessment further, by ensuring an even-greater consistency of outstanding teaching across all age groups and subject areas, especially in English and mathematics.</p> <p>Continue to maximise the attainment and progress of all pupils to diminish the differences from national averages for schools further, especially in English and mathematics.</p>
<b>Evidence</b>	Cornerstones learning projects have been mapped on a three-year cycle for primary and a two-year cycle for middle school students. The projects provide thematic and creative learning based on a primary model delivery, whilst encompassing SMSC and Modern Britain values. RSHE (Relationships and Sex education we became Early Adopter School) compulsory new curriculum has been mapped across all stages and is being delivered in accordance with the statutory requirements. OT/SaLT, Curriculum Leads and Lead Teacher in English and Maths – have met on two occasions to

discuss whole school curriculum. Additional support and training provided by SaLT to Learning Group staff. A new phased approach from OT and SaLT has been created - ABC (All, Bespoke and Complete) packages. Provides clearer guidance on process and identifying need.

Increased knowledge of Unit Awards – HOE has attended ISW/Care staff meetings and there is greater knowledge of the learning opportunities through Unit Awards. An increased number of awards is being accessed by students.

There are bespoke timetables in place for some students. Pupil Premium funds are used to support some of the offsite learning. Pathways are identified in the Progress Meetings (Buckets). End of Y8- meeting to discuss ambitions, work, college, etc. Tailored pathway from here.

Lower Farmhouse has increased the facility to deliver in continuous provision way and these have been working effectively. Upper Farmhouse have now got a range of stations in the smaller classroom.

RW has led the digital leaders programme and this has been well received by students. Work undertaken with Cornerstones. Staff getting more familiar with programme. JSt has made progress in relation to mapping Science through topics chosen. He has also mapped the LTI short projects into the chosen topics. The EYFS provision has been extended in the Farmhouse. Lower Farmhouse now has a range of stations that are working well.

Staff have attended word aware training. There have been meetings with key staff about vocabulary development and the need to teach vocabulary in a discrete way. SPOT team have attended Education Staff meetings and worked with RWI on vocabulary for exam groups. Students within the Farmhouse have daily phonics sessions and all students read daily throughout school. Rapid Reading is used to support students reaching a reading age of 9:7. Discussions have started around linking movement to Phonological awareness. Farmhouse use outdoor area to take part in structured play which develops phonological awareness. HH delivered a vocab assembly. Upper Farmhouse quiet room has changed purpose to fit with curriculum delivery. Minecraft Education – to be trialled as a Minecraft Club (lunch/after school) this term.

Curriculum mapping across school, all teachers have contributed to the curriculum design and mapping (including coverage). Improved knowledge of progression and sequencing of concepts are embedded in Maths and assessment and the associated materials shape the curriculum and its delivery. Increased promotion of reading and literacy, reading club has developed from 3 students in one club to now 2 clubs with several students attending regularly.

There has been an increase in engagement with boys reading, strengthened with the Share a Million Stories campaign and some classes joined a local library. Development of specific AQA unit awards for literacy –created AQA literacy booklets for Holes and War Horse and specific literacy resources which will be able to be accredited.

RWi took part in a parent/carer workshop on staying safe and having a healthy screen time.

The use of correct SPaG and ways of writing are frequently modelled in English lessons and students work both independently and in small groups to rearrange model answers. Grammar and spelling games on computers are used and students take part in interactive games and problem solving using the interactive whiteboard. I have created a website specifically to help students and staff with elements of SPaG which includes videos, reading, writing, activities, music, movement, and games to encourage a multi-disciplinary approach to learning.

There are a number of differentiated writing frames available in both printed and online versions to scaffold struggling students who can also be given sentence starters to help with the flow of their writing when needed. Students are encouraged to experiment with different sentence openers and to look at alternative ways of presentation. Students are specifically taught about structure in preparation for question 3 of Paper 1 at GCSE English Language; the use of editing and reworking a text are important concepts in English. This approach of editing and reworking structure links with Numeracy as students are supported to look at a variety of options to encourage a greater depth of structural understanding.

SPaG is threaded throughout all lessons. Students are always encouraged to write in complete sentences which are punctuated accurately. Writing frames are used when appropriate. Writing is modelled in English lessons and students are given sentence starters to help with the flow of their writing.

An extra focus on Numeracy and links with Literacy was included in lessons following Storytelling in Maths training. This training was undertaken by all teachers and learning support assistants. Additional training and demonstrations were then modelled in an education meeting where staff looked at experience in literature, play, use of numeracy in books, patterns, links, and mathematical reasoning. The use of sequencing in stories and chronological reports was looked at and this was also used as part of the Step Up to English series of work which looked at detective reports and how

	<p>to use inference, data bias, consistency and patterns using both literacy and mathematical skills. A scheme of work was then developed around this and now is the focus for Entry Level English component two.</p> <p>The main focus was to promote a love of reading and the success in this is apparent throughout school. Attendance at reading club on Thursday lunchtimes has increased from one reading club with 3 students to 2 clubs and over 12 students. During Lockdown, reading club has continued as a virtual reading club every week with students taking part via zoom.</p> <p>The We Are Writers book was published this year with every student submitting a piece of work and being given a copy of the book as a keepsake.</p> <p>Teachers continue to deliver Literacy, Numeracy, and topic-based sessions. Topic lessons are delivered using Cornerstones (Curriculum Maestro) which ensures there is planning for progression throughout school. White Rose Maths units, which are used already in school have now been added to Cornerstones. Lesson observations have shown how well the use of Read Write Inc (Phonics) is embedded throughout school.</p> <p>There is also evidence of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) being used in some creative ways to help students develop text analysis skills.</p> <p>Remote learning went well during the last period of lockdown for those students who were at home. Teachers planned individualised timetables, in collaboration with families, to meet the learning needs of the students. Students had the opportunity to access online or paper-based learning as well as other experiences using a variety of staff.</p> <p>Students have made progress through the maths topics evidenced from the end of topic assessments and giving the teachers the opportunities to establish the gaps in learning and support the students appropriately. Staff are more confident in teaching maths through sequencing of activities therefore students can build upon their progress across all the topic areas ensuring a coverage of maths skills and knowledge.</p> <p>Some students are able to transfer the skills taught in maths lessons to other curriculum areas and recognise the key vocabulary that is used. Staff have had access to the yearly planning and assessment from stage 1 – stage 5. All staff were following the topics for each term. The Premium Resources from the White Rose were purchased which has given staff weekly lesson planning and interactive PowerPoints to enrich the delivery of Maths across school.</p> <p>Due to the Covid 19 situation the topics from March 2020-July 2020 (2 weeks end of Spring term 2 and the whole of Summer Term 1 and 2) have not been covered. All classrooms were provided with basic resources to support the delivery of maths. Staff made these resources accessible to the students to be used daily to support their maths work:</p> <p>1-100 grids, whiteboards, multilink, dienes apparatus, double -sided counters, place value grids and counters, dice, money, basic shapes, number lines to 100, bead strings and multiplication times table resources and grids. There is a central resource area for certain discrete topics such as weight and mass, measurement, fractions, 3D shapes etc. Staff who were in school had opportunities to participate in several training sessions on using practical resources (manipulatives) to support learners. The teachers had training on accessing the maths planning folder and been able to locate the other resources to support their delivery of maths. With a change of staffing from the start of the year, training opportunities will be repeated to make sure everyone is equipped to support the delivery of maths.</p>
<p><b>Ofsted Residential Care (2.3.2020) Recommendations</b></p>	<p>Outstanding</p> <p>Leaders to ensure that staff help children to better understand their food-related health needs and offer encouragement to try a healthier and more varied diet.</p> <p>Leaders to consider how they may further extend opportunities for independence by allowing older boys to have responsibility for their room key</p>
<p><b>Evidence</b></p>	<p>All children now have a Health Plan that identifies individual need and preference. These have been supported closely by our school nurse who is actively looking at ways for children to access a healthier lifestyle. Within Residential houses the children are encouraged to create their own menus and at least one evening a week they work with the staff in producing a meal with a focus on healthier choices, they also use this opportunity to expand the diversity of the food offered concentrating on food from different countries and cultures. The food surveys completed by the children have given the school more positive feedback in relation to the changes made and these changes will continue and the offer will be extended across school where possible.</p>

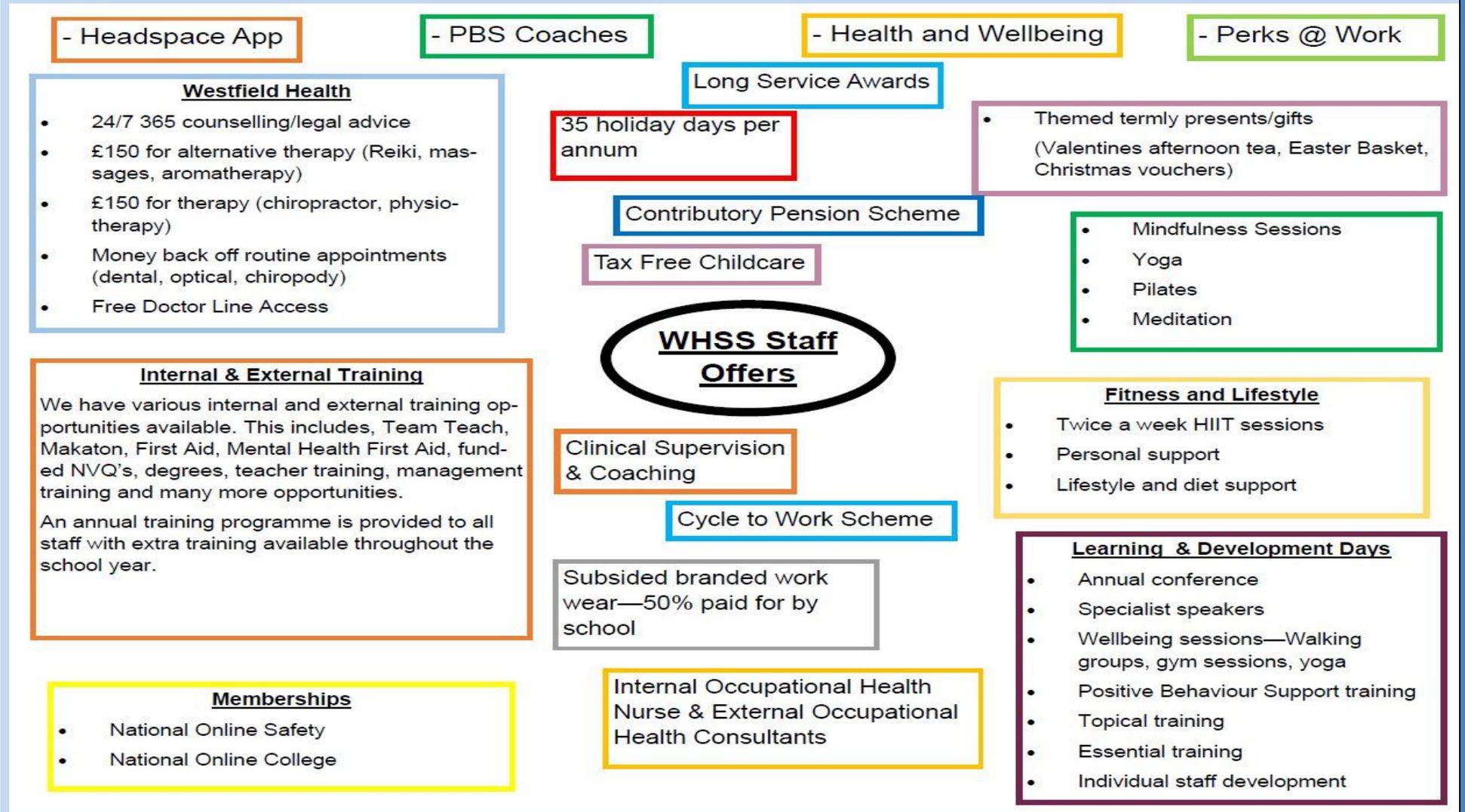
	<p>Children who can show a good level of responsibility are provided with individual keys for their bedrooms. Boys who achieve a certain level within our internal social progress ladder will also have the option of having swipe access to their respective houses (not to offices etc or other houses). Within Post 16 house, this offer is open to all young people should they wish to have this option.</p> <p>The school has purchased a large quantity of new locks that can be changed upon request.</p>
<b>Therapeutic Support</b>	<p>The onsite multi-disciplinary team provides therapeutic support and consultation to children and young adults attending the school and to those in the local area, where commissioned. We have a holistic, integrative and child- centred approach with foundations in child development, complex trauma, attachment theory and interpersonal neuro-biology. Disciplines within the team include Creative Psychotherapies, Occupational Therapy, Sensory Integration Practice, Speech &amp; Language Therapy, Clinical &amp; Forensic Psychology and Systemic Practice. Further support is provided from collaborating teams from Big Talk Education (providing specialist sex and relationship education) and Compass (programme supporting rehabilitation for problematic sexualised behaviour).</p> <p>Assessment and intervention are provided across all disciplines to inform a range of support ranging from school wide strategies to individual therapy. Groupwork can provided with facilitators from complementary disciplines such as co-facilitation by SaLT and dramatherapy practitioners. SaLT and OT can provide strategies that can be implemented across the student's environments such as the classroom, care setting and home. The child's needs and development are at the centre of our ethos and practice.</p> <p>Our family therapy support compliments the admissions and initial assessment process, providing access to therapeutic support and systemic family practice. We acknowledge that families have often experienced difficulty in relation to education before our school is identified as support, so it is important to have active and holistic support available. The family therapy team can provide strategies around parenting skills, psychodynamic support around relationships and systemic support around family dynamics and agency engagement. Providing this support to families is key in supporting the changes and developments our students make whilst attending the school. The aim is to help families and carers know that life can be different and their child has great potential.</p> <p>The team are highly skilled and regularly engaged in continuing professional development. We seek out current research and training to inform and shape our practice, and to extend the repertoire of support we can provide to children and young people.</p>
<b>Residential Care</b>	<p>These are provided with wrap around support in 5 residential houses, with one house housing post 16 young people. The residential provision provides outstanding care and support for both the child and their families/carers, as the support on offer is also maintained on weekends and throughout school holidays. There is a stimulating curriculum on offer for all age groups with a focus on individual tastes and aspirations.</p>
<b>Workforce Learning &amp; Development</b>	<p>To invest in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills in order to maximise continuous improvement of staff practice for the benefit of the school. Through investment this enables the school to share knowledge and expertise, locally, regionally and nationally and supports our intent to become a Centre of Excellence. Thus, enabling the school to be involved in pioneering research in our field of SEMH. We believe in investing in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills in order to maximise continuous improvement of staff practice for the benefit of the school and its community.</p>



**Staff well-being**

A dedicated staff wellbeing action team lead the way with regards to staff wellbeing. We have a community where wellbeing is integrated into day-to-day practices. We provide a healthy working environment (5\* H&S) and are committed to improving the Quality of Life of our staff in recognition that are staff are our greatest asset. Wellbeing is integrated in all our work activities from induction onwards. We aim to create a positive environment compatible with our aims for our students. Our staff are encouraged to have a 'common interest' in promoting a culture acknowledging

that wellbeing is a key to success. We improve the health, safety and wellbeing of our whole community and recognise this encompasses both physical and mental health. Monthly, weekly, and topical initiatives and challenges take place to promote this along with wellbeing being embedded in our staff development days. We increase annually the number of staff who are qualified mental health first aiders. Our dedicated HR department alongside our newly appointed Occupational Health Nurse offer staff and their families support grounded in compassion and empathy alongside external OH support, therapist, clinical supervisors, coaches, and line managers.



**Reach Out & School to School Support**

Our aim is to share our outstanding specialist knowledge and skills to other schools and settings to improve outcomes for children with complex needs. As an Outstanding school, we feel this is our duty. Our aim is to develop and share effective practice and provide a cohesive response to need, through the provision of specialist knowledge and support locally, regionally, nationally, and internationally.

**How we currently achieve this:**

	<ul style="list-style-type: none"> <li>• Lead / chair school of the Calderdale Specialist Provision Cluster</li> <li>• Membership at board level on NASS trustees</li> <li>• Chair of Engage in their Future</li> <li>• Membership with SEBDA</li> <li>• Delivery of our annual external training programme and provision of specialist advice</li> <li>• Chair of the East Calderdale SBM Cluster and representation on the Calderdale SBM Board</li> <li>• Chair of the NASS North East Teaching and Learning Special Interest Group</li> <li>• Representation and input at special interest groups (Care/HR &amp; Finance, Teaching &amp; Learning), locally, regionally, and nationally</li> <li>• Delivery of specialist knowledge (Key Note Speaker) at Conferences, locally, regionally, and nationally.</li> <li>• Sharing resources, including staff expertise</li> <li>• Participating in research and evidence-based projects (staff undertaking research degrees etc)</li> <li>• Including in our vision and strategy both school and wider LA needs including growth models, succession planning and capital projects</li> <li>• Innovation in pedagogy to respond to a complex and increasing population</li> <li>• Leadership support and Coaching</li> <li>• Peer review</li> <li>• A comprehensive annual package of training and support based on needs analysis and emerging themes</li> <li>• Free sharing of evidence- based practice and resources</li> <li>• Providing access to the skills, knowledge, and experience of a significant number of front-line staff</li> <li>• Signposting schools to innovative practice and that which is grounded in practice and research</li> <li>• A commitment to ensuring that every child and young person with SEND can achieve their potential</li> <li>• Behaviour audits and an offer of other services such as Psychotherapy/Psychology/OT &amp; SaLT</li> <li>• Equipping schools to identify and meet their training needs in relation to SEND.</li> </ul>
<b>PUPIL PREMIUM</b>	<p>We use our Pupil Premium Funding to support our vision and values to enable our students to achieve well to the best of their ability from their individual starting points to ensure they are ready for the next stage on their educational journey. We ensure Pupil Premium students are well cared for, are not identifiable and that systems are in place to support their pastoral needs.</p> <p>We often use Pupil Premium Monies to fund projects in school which are designed to diminish the difference between those pupils eligible for the payments and those who are not. This is not exhaustive and PP will be used flexibly to meet the needs of individual children and young people.</p> <p>This money has been spent of Human Resources, goods and services and staff costs. A substantial proportion of this funding has been spent on numeracy and literacy interventions, along with additional training for teachers. The impact of this expenditure has been that students have received a higher proportion of classroom learning and, in some cases, have accessed additional external services. Children have also been able to access valuable additional therapy sessions, including family counselling and have 1:1 support where needed.</p>
<b>SEF/SIP</b>	<p>The School's Self-evaluation and improvement is a combined live, organic working document, helping drive continuous improvement and further growth. It represents the school's central focus on improving Quality of Life for all its community, children, young people and young adults, their families and our school staff team, and partners i.e., Local Authorities, Social Workers, A visual representation is on display.</p>
<b>Child &amp; Adult Protection</b>	<p>There has been a significant increase in child protection/vulnerable adult safeguarding concerns being raised by staff and external professionals. These have been addressed by an increased focus on safeguarding, including the development of a new School-based Social Worker role, and an increased number of staff completing DSL training. Increased online safety work with both students and families has been delivered in response to national and local concerns regarding online risk. There has also been staff training, including training on managing disclosures and a focus on supporting young people with mental health challenges in a challenging time. In addition to this, there has been a focus on adult safeguarding training, which ensures staff can work effectively with vulnerable adults, as our Post 16 and BEST offers extend. Moving forwards, policies and procedures will be reviewed with the intention of making these even more robust and effective, and an increased focus</p>

	on safeguarding within the admissions process will be implemented. We have appointed a full-time school social worker who will be focussed upon all aspects of Child Protection and Safeguarding. We have also trained a further 4 DSL trained staff to compliment the experience within school but are spread out within other areas.
<b>Future Developments</b>	Children's Home Other satellite provision-recent purchase of a previous Nursery

### Overall Effectiveness

<b>Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management</b>	
<b>School Assessment and Summary</b>	<p>The school continues to improve with whole school improvement particularly in relation to outcomes for students being at the heart of everything it does. The leaders and Governors' vision and ambition for the school is clear and there is a culture of high expectations...most things are possible.</p> <p>Quality of Education-Outstanding</p> <p>Behaviour and Attitudes -Outstanding</p> <p>Personal Development -Outstanding</p> <p>Leadership and Management -Outstanding</p> <p>Residential Care -Outstanding</p> <p>Overall experiences and Progress -Outstanding</p> <p>Help and protection -Outstanding</p> <p>Effectiveness of leaders and Managers -Outstanding</p>

## **1.Working with Children & Young People**

**Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management**

**School Assessment & Summary**

The quality of education for all is outstanding. The curriculum is ambitious and based on students' needs, its breadth is a strong quality. There are a wide range of subjects delivered through a variety of vehicles, this ensures students receive a balanced approach to their social, emotional, and mental health challenges and make significant progress. We know that our children come to us with different challenges and starting points, yet our core responsibility to them all is to diminish learning barriers; increase knowledge; teach positive behaviour; enhance skills and understanding; build self-esteem, confidence, strength and resilience, character, and virtues. Our broad, balanced, and ambitious offer provides substantial opportunities for personal development, pursuit of interests, skills, and talents, bonded by dependable relationships. With careful scaffolding, we create a platform for engagement and a drive for moral and civically minded successful citizens. Our curriculum is the totality of students' experiences from KS1 through to KS4, and beyond for young people who reside and attend local colleges in KS5. It is a 24-hour curriculum in its purest sense, providing students with teaching and learning experiences across a range of subjects and activities throughout the day and into the evening. Day time learning is delivered in a sequential, progressive manner through each stage, at each point checking learning with recall and retention (using a multitude of methods) and developing learning over time. Whilst teachers understand the knowledge and skills to be gained at each stage, the curriculum and its delivery addresses gaps in knowledge and understanding from individual starting points to ensure our students develop, consolidate and deepen understanding across all areas over time. Our curriculum intent is embedded securely and consistently, grounded in practice and research-based evidence and pedagogy. It is cemented in the belief and confidence that all students are able to learn and are capable, over time, of becoming happy, confident, proud, successful, self-fulfilling, and contributing adults. Assessment and monitoring play a key part in identifying needs and using information to assess and address the suitability of delivery and the curriculum, therefore developing a holistic package of experiences and activities required to meet individual and group needs. A range of means, such as observation, questionnaires, QoL termly surveys, standardised and bespoke assessments, activity analysis and cross professional communication, best practice progress meetings, subject, and topic celebrations, learning lunches, celebration assemblies and governance etc... ensure we track, amend, and prioritise curriculum and wider work with individuals, groups, and families.

Providing the knowledge, skills, and cultural capital they need to succeed in life. All staff, and effective strategies, promote ambitious standards of behaviour. Attendance reaches 98% consistently. For most students, all with complex needs, there is a sustained improvement in behaviour from their individual starting points. The school's open and trust laden culture promotes all aspects of students' welfare and drives a vision of improved Quality of Life. Students understand how to keep themselves healthy and safe and they begin to make better choices over time. A Positive Behaviour Support approach equips students with the attributes and skills required to make sense of the world and define their place both within the school community and in the wider society. A culture of uncompromising safeguarding is embedded and highly effective, with strong systems and robust structures, it captures its community's vulnerability and promotes action from all stakeholders and partners. A wide range of SMSC strategies, well embedded and often discrete, enables students to thrive; this is a safe and happy school. Philosophy and aligned practice of *always learning* is well embedded across the school community, through strong, shared values, the school is thoughtful, creative, and insightful.

Reading underpins education and allows our students to access the full and varied curriculum that we have on offer. We have a high-quality systematic approach to teaching phonics for reading and spelling using the Read Write Inc framework. Students are taught consistently to use phonics as a route to reading unknown words. The approach relies on quality first teaching that has enthusiastic delivery, active involvement, inclusivity, is fast paced and engaging with appropriate praise and consistency. The Read Write Inc framework is used throughout school for those students who need to consolidate their phonological knowledge. There are lots of opportunities for over learning to take place to ensure the automatic recall of the required skills to be able to decode and develop fluency. The Word Aware approach is a really fun, multi-sensory intervention for word learning, which helps a student to learn the sound and meaning links of words. This allows our students to use and understand vocabulary in different contexts. WA allows us to teach

vocabulary across the curriculum, including topic, literacy, emotions and concepts. WA not only develops vocabulary, phonological awareness skills are also targeted, which promotes literacy and speech sound development.

As students move through the school and become independent readers, we use STAR reading assessments to provide us with a full diagnosis of where intervention and support are required. We teach reading comprehension through phonics initially then through modelling and supported practice using the VIPERS strategies to ensure that students have the language comprehension skills to support them with reading, writing and spoken language. This is backed up with teachers using writing composition strategies to give students audience and purpose to their writing and help them to develop the confidence to become independent. Our data driven assessment system looks at areas for improvement and allows us to make high quality structured interventions where necessary to develop fluency, confidence, and inference skills. Using MyON and Accelerated Reader, boys are offered thousands of books linked to their reading / phonological ability which allows them to enjoy a wide range of books whilst learning and growing in confidence. Reading is monitored by regularly listening to pupils read, learning walks, lesson observations and reading comprehension quizzes. All staff are supported with continuous professional development provided by both the English lead, Phonics Lead and Renaissance Learning and reading is regularly encouraged and discussed by our Senior Leadership Team. Our school environment uses bright and welcoming displays and students are involved in selecting new books to reflect the diversity of the boys who are part of our school. Staff model enthusiasm for reading and use every opportunity to create purposeful opportunities for the discussing and recommending of both fiction and non-fiction books.

#### ENVIRONMENT

#### ASSESSMENT

Behaviour

#### DIFFERENCE IS VALUED

#### CONTRIBUTION TO THE LIFE OF THE SCHOOL STUDENTS SUPPORT THE WELLBEING OF OTHERS

#### SUPPORT FOR THOSE STRUGGLING WITH SELF CONTROL

Leaders and governors have an extensive and accurate understanding of the school's effectiveness. An uncompromising focus on improvement and attention to detail, irrespective of complex needs, ensures that the smallest gains can be measured. Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time. The school provides bespoke therapeutic support from its own specialist team comprising of Creative Psychotherapists, OT, SaLT, Systemic practitioners, Family support, Sensory integration, Forensic & clinical psychology and consultancy Specialist Sex Education and Relationships partners. A significant focus on becoming the best you can be is at the heart of all interaction and this is a mantra constantly reinforced across all areas of the school. Increasingly positive attitudes to learning begin to impact on progress over time. SMSC opportunities for development is a strong attribute of the school. Preparation for the next stage of education, employment, self-employment, or training is a strong feature of the work undertaken and all students move to college, accessing courses reflective of their interests, aspirations, and the intention of their curriculum pathway. Some students in year 13 are ready for the challenge of university. CULTURAL CAPITAL

IDSR

How does the school's curriculum set out the knowledge and skills that students will gain at each stage and how is it taught and assessed in order to support students to build their knowledge and to apply that knowledge as skills how do we address gaps in knowledge and skills...social disadvantage content which is most useful.

memory strategy

EBACC Impact

[William Henry Smith School - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](https://www.compare-school-performance.service.gov.uk)

RAG		LEAD	WORKING ON	TIMESCALE	MILESTONES	IMPACT
1.1 (3.2)	<p><b>A proactive response (and routine) to everyone’s physical well-being plays an important role in contributing to happiness, engagement, productivity, and overall well-being.</b></p> <ul style="list-style-type: none"> <li>• OT</li> <li>• Movement Breaks</li> <li>• Clubs</li> <li>• Food</li> <li>• QoL Individual Timetables</li> <li>• Physical Development and Healthy Lifestyles Curriculum (staff development)</li> <li>• Sleep</li> <li>• National Achieving Wellbeing Award</li> </ul>	DJT	BC, SH, CS, GP,RH			
1.2	<p><b>The link between food, mood, concentration, and memory is clearly understood and students are encouraged to build life-long habits to support healthy growth and development. This includes consumption of nutritious, wholesome, and only a small number of processed foods.</b></p> <ul style="list-style-type: none"> <li>• Lunch Process - offsite</li> <li>• Lunch Menu</li> <li>• Staff Development</li> <li>• Food for Life</li> <li>• School Food Standards</li> <li>• Break time snacks</li> <li>• Environments</li> <li>• Presentation</li> <li>• Creating New Habits</li> <li>• Food from around the world</li> <li>• Cognitive Science</li> </ul>	CAB	LKi, SH, KA, RH,	July 2022	Research Resources L&D Embed in processes Curriculum Induction Monthly topics	<p>From understanding the links, the whole community continually support one another to improve food and diet habits leading to a healthier community. The impact in part will be visible through improved choices in offsite and evening purchases.</p> <p>After initial training and development, learning is embedded into both the student curriculum and staff development on an ongoing basis led by the school nurse and catering manager.</p>
1.3 (3.3)	<p><b>Our practice, role modelling, opportunities and teaching across the 24-hour curriculum promotes inclusivity and diversity and celebrates a modern workforce and world. The school community shares the responsibility for teaching and learning, increasing self-</b></p>	RR	CB, NT, CGo, DF			

	<p><b>knowledge and guiding curiosity. Opportunities for learning about disability, race, language, religion, gender, and poverty are in abundance.</b></p> <ul style="list-style-type: none"> <li>• Stonewall</li> <li>• Calendar of Events</li> <li>• Food from around the world</li> </ul>					
1.4	<p><b>A triangulation of positive behaviour support, quality of life, and specialist input (including trauma-informed practice) provides a platform for change, enabling children and young adults to learn new skills, and enhances our ability to understand and interpret, prevent and/or reduce challenging behaviour.</b></p> <ul style="list-style-type: none"> <li>• XXXXX</li> </ul>	DJT	LE, BC, SG			
1.5	<p><b>Every student has a well-structured and flexible learning pathway, understood by children, young adults and families/carers which is managed by the LMT (iTAC). Suited to individual needs, interests, skills, talents, and aspirations, it is formalized in the approach to Year 9, and leads to awarding of the school's EBacc.</b></p> <ul style="list-style-type: none"> <li>• CEIAG</li> <li>• Y8/9 Pathway Meetings</li> <li>• Katherine Jones meetings to be set</li> <li>• Development of pathways and offer</li> <li>• EBacc development and review</li> </ul>	KA	HH, TF, CM, BC, JSa, JA			
1.6	<p><b>Further embed strategies to increase effective, independent reading and improve comprehension. The teaching of Oracy helps to develop physical, social, and emotional, linguistic, and cognitive aspects of learning. Confident speaking and listening are promoted across the 24-hour curriculum, and Accelerated Reader and MyON supports a whole school approach to literacy.</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Wellbeing through Reading</li> <li>• STAR assessments</li> <li>• OCR Debating Unit</li> <li>• ICan Talk boost implementation</li> <li>• Development of phonics</li> <li>• Library</li> </ul>	KA	HH, RW, AML, HC, TMc			

1.7	<p><b>RSHE/PSHE is delivered consistently across all KS's. Evidence of sequencing and next steps is clear in books and standalone foci are recorded against learning objectives and saved. A programme of study from the PSHE Association is delivered to KS4 students and is intrinsically linked to OCR Life &amp; Living Skills</b></p> <ul style="list-style-type: none"> <li>PSHE Association embedded</li> </ul>	KA	ACa, RW, HH, LE			
1.8	<p><b>Embed the use of White Rose Maths throughout the school to ensure there is a consistent and structured approach to the teaching of Maths.</b></p> <ul style="list-style-type: none"> <li>WRM planning into Cornerstones</li> <li>WRM outcomes on SID</li> <li>JSa drop-in sessions with teachers to clarify outcomes and delivery</li> <li>Work scrutiny</li> <li>Liaise with maths tutors (Chris Homes, GoEducate)</li> </ul>	KA	JS			
1.9	<p><b>Students develop the digital literacy skills to enable them to navigate various digital and internet platforms, social media, and mobile devices, and understand, access, and communicate through them confidently and safely.</b></p> <ul style="list-style-type: none"> <li>RW Digital leaders</li> <li>Audit of resources throughout school</li> <li>Internet Safety week focus</li> <li>Computing with GoEducate</li> <li>Computing within Cornerstones – embed in topics</li> </ul>	KA	RW, RR			
1.10	<p><b>The Safeguarding Team, in consultation with Family Support &amp; the Therapy Team, develop a tiered approach from early identification through to external referral which is understood by the whole school community. Child &amp; Adult Protection training and awareness focuses on Peer-On-Peer Abuse and On-line &amp; Device safety. Preventative education is delivered through the school's PSHE/RSHE curriculum. A clear system of sharing worries or concerns (students &amp; staff), including accurate reporting and recording ensures the school are responding to incidents, and driving forward the promotion of healthy and respectful relationships.</b></p> <ul style="list-style-type: none"> <li>XXXXX</li> </ul>	DJT	KH, KW, LE, DM			

1.11	<p><b>Specific Early Years training across school supports and maximises the use of effective continuous provision, and breadth and depth of learning opportunities across KS1 &amp; 2. Through observations, typical behaviours, interests and patterns of children’s learning and development are identified. The development of early reading and how best to teach this is a core focus, and a screening tool for students who are yet able to access the Star Reading assessment is in place. A review of assessment across Maths, English and Phonics transforms data into action steps and ensures all progress is captured.</b></p> <ul style="list-style-type: none"> <li>• EYFS staff training – continuous provisions use</li> <li>• EYFS provision resources across school</li> <li>• EYFS tracking SID/Engagement model/tapestry???</li> <li>• Salford Reading assessment for below MyON</li> <li>• Story Sacks sessions</li> <li>• Reading clubs/sessions</li> </ul>	KA	RW, SM, JSa, AML, HI, LP			
1.12	<p><b>The delivery of the Arts Award encompasses a range of outdoor experiences on site and off, and helps build a portfolio of evidence reflecting the wider arts world, creating opportunities to build a breadth of skills including creativity, discovery, exploration, communication and people skills, and leadership.</b></p> <ul style="list-style-type: none"> <li>• KAr Arts Award plan</li> <li>• Community visits</li> <li>• Art across school</li> <li>• Arts exhibition (including DT) to be held</li> </ul>	KA	KAr			
1.13 (3.8)	<p><b>The school embraces the opportunity to connect its community, learning from the past 18 months, and introducing some new ways of working. New and refined practice is reviewed in light of the impact on students’ progress, well-being, and success, and supports staff across the school from creating and testing, through to its implementation.</b></p> <ul style="list-style-type: none"> <li>• XXXXX</li> </ul>	SCA	SLT	July 22	Feedback from breakfast briefings with SDT/SLT (3.11/1/3/8/6). Feedback from questionnaires (boys/families/staff)	A greater impact upon student and staff well-being is evident. QoL questionnaires demonstrate happiness. Engagement increases. Serious incidents reduce, as does the need for PI.
1.14	<p><b>Further develop a robust education offer for all students and young adults in BEST on both sites. Its curriculum intent, assessment, and outcome measures (engagement and attendance) are in place and all staff are confident to share this with families, and with regulatory bodies.</b></p> <ul style="list-style-type: none"> <li>• Bespoke curriculum, education and health and care plans</li> <li>• Individual student timetables</li> </ul>	RR	CM, JA			

	<ul style="list-style-type: none"> <li>• End of term/year reports</li> <li>• College links with tutors, reports, progress and attendance</li> <li>• Pathways</li> </ul>					
1.15	<p><b>Further develop the breadth and means to communicate effectively with all children and young adults across services.</b></p> <ul style="list-style-type: none"> <li>• XXXXX</li> </ul>	DJT	CSi, KH, AJH, CS, HC			
1.16 (2.3)	<p><b>The concept of keyworking and the breadth and depth of impact is understood and appreciated by all staff. Day students have the benefit of such relationships, and keyworking is practiced across school.</b></p> <ul style="list-style-type: none"> <li>• Roles and responsibilities established</li> <li>• KW allocated</li> <li>• KW mentors identified and allocated</li> <li>• Kim to work with KW's to share practice</li> <li>• AJH/GW training package updated and delivered (x3 per year)</li> </ul>	KA	GW, KW			
1.17	<p><b>A breadth and depth of daily Quality of Life activities designed to support students to develop knowledge, attributes, and skills in for key domains: communication, independence, self-management, and achievement are in place. Feedback from QoL questionnaires (families, children, and young adults) informs curriculum focus days and keyworking priorities.</b></p> <ul style="list-style-type: none"> <li>• XXXXX</li> </ul>	DJT	GW, LE, CS, HH			
1.18	<p><b>Following appropriate assessment, a variety of methods, strategies and tools are used to target missed learning and/or gaps and support aspirational pathways. Catch up funding is targeted (and includes specialist subject input), and EEF resources and tools alongside Quality First Teaching, and high-quality teaching, support recovery in line with curriculum intent and expectations.</b></p> <ul style="list-style-type: none"> <li>• Assessment review</li> <li>• Year 8/9/10/11 pathway meetings including careers</li> <li>• Covid catch up funding/PP funding – <b>Computing, math's tuition,</b></li> </ul>	KA				

1.19	<p><b>Virtual support is an integral part of the offer and compliments both learning and outreach strategies designed to connect and reconnect, drive performance, increase activity and levels of engagement.</b></p> <ul style="list-style-type: none"> <li>Continued Zoom sessions - reading, cooking, baking, fitness, KW, etc...</li> <li>MyON reading</li> <li>Timetables rock stars launched</li> <li>Wordshark relaunched</li> </ul>	KA				

Autumn Term	
Spring Term	
Summer Term	
Final Review, Progress & Impact	

## 2. Working with families

### Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

<b>School Assessment &amp; Summary</b>	<p>The work with our families is a key area of practice, and is deemed an essential partnership and a recognition of a holistic commitment to working as a team around the child. We know that partnership working is essential to ensure children have their needs identified, assessed, and met throughout their childhood, and that building skilled professional connections and a holistic view of children and families, increases impact and longevity of change for the whole family. This in turn can support high aspirations for children and better outcomes. Families, friends, and carers are often a vital part of the life of someone who needs care and support and when services know how to work well with families, the outcomes for individuals can be improved. All children and young adults have Key Workers who are responsible for overseeing, managing, and supporting; feeding essential information (and progress) to and from the Learning Mentor Teams (which is formed from a working group of practitioners across the key areas of education, care, health &amp; therapy who are intricately linked to individual students). Families and carers have access to support from the family team (all Systemic Practitioners) to gain a broader understanding of any difficult relational dynamics they may experiencing in their interactions with their</p>
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child. Systemic practice allows us to work with families and individuals to help them better understand how each part of the family system relates to one another with the intention of promoting change. Systemic work sees the individual or family members as the experts in their lives and it is therefore viewed as a very empowering approach. The work aims to maximise the good and cause least harm, and in Systemic thinking there is the recognition that the problem develops through a process of mutual and relational communication creating difference in how the family thinks and functions; in exploring how the family is interacting, different ways of thinking and acting can also be brought to the fore. Outreach is an important part of the school's offer at weekends and during holidays, and more recent times for families to join in activities has provided an opportunity to support relationships and model techniques and strategies in respect of behaviour, and helps to promote interests and skills. Much of the work within residential care is focussed on teaching life, living and social skills, introducing children to new experiences and helping them develop interests, learn new skills, build connections, and transfer learning to home life and household communities. The school works hard to develop and teach the skills necessary for employability, and contribution to society.

The school understands and embraces its responsibility to supporting the improvement of Quality of Life of families. Learning & Development opportunities, Open and Celebration Days, Progress meetings, competition and regular communication suited to working commitments needs and lifestyle, fitness & well-being sessions, opportunities to shape the curriculum and other school practice through QoL questionnaires, and other feedback opportunities, are well embedded.

Opportunities during Covid through the delivery of virtual learning Regular phone calls are made to keep in contact with families and establish whether help is needed to support their child's learning. If further help is needed, then teachers have provided families with information to develop their own skills. This has been done by the sharing of links to useful websites and resource materials. Teachers have also set some tasks that increase collaborative working with families and students.

This normally includes contacting families to inform them of student goals, strategies, and outcomes of assessment/intervention, as well as linking with them to create support and strategies/resources for the home environment. On occasions we have provided training to families also.

RAG		LEAD	WORKING ON	TIMESCALE	MILESTONES	IMPACT
2.1	<p><b>Our 'reach out' offer provides further opportunities for connections and transference of skills and good habits to home environments and supports the challenge of parenting.</b></p> <ul style="list-style-type: none"> <li>XXXXX</li> </ul>	DJT	KW, AD, GP, KH			
2.2	<p><b>A tiered system, stemming from keyworking and social work practice to specialist family therapy, systemic practice, OT, SaLT &amp; creative psychotherapies, provides targeted focused support to families and carers. More successful audits and outcome measures in therapies, and feedback from the work undertaken, provides opportunities for further Organisational improvement, and the setting of key priorities across the year.</b></p> <ul style="list-style-type: none"> <li>XXXXX</li> </ul>	RR	KW, KH, LE			

<p>2.3 (1.16)</p>	<p><b>The concept of keyworking and the breadth and depth of impact is understood and appreciated by all staff. Day students have the benefit of such relationships, and keyworking is practiced across school.</b></p> <ul style="list-style-type: none"> <li>As 1.16</li> </ul>	<p>KA</p>				
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<p><b>Autumn Term</b></p>	
<p><b>Spring Term</b></p>	
<p><b>Summer Term</b></p>	
<p><b>Final Review, Progress &amp; Impact</b></p>	

### 3. Working with Partners

#### Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

<b>School Assessment &amp; Summary</b>	<p>The school is a specialist provision, providing support and expertise to local, regional, and national partners because it should. Our aim to is to share our outstanding specialist knowledge and skills to other schools and settings to improve outcomes for children with complex needs. As an Outstanding school, we feel this is our duty. Our aim is to develop and share effective practice and provide a cohesive response to need, through the provision of specialist knowledge and support locally, regionally, nationally, and internationally. We believe in investing in our school through proactive, leading edge, learning and development. To add value to the workforce by continually investing in enhancing the knowledge, expertise and skills to maximise continuous improvement of staff practice for the benefit of the school and its community. We do not view costs of training as expenditure, we view this as a long-term cumulative investment in the future sustainability and success of our school, our staff, and our students’ lifelong learning pathways. We do not consider that we train individuals, we train our workforce to enhance the roles they play within the organisation. We encourage our workforce to take individual responsibility and to be willing to actively participate in their continuous professional development. It is our intention to focus whole heartedly on developmental training that enhances the workforce to ensure that we continue to surpass our ‘Outstanding’ status through every individual and department becoming the best they can be.</p> <p>We have a dedicated Learning and Development department that work alongside our skilled and experienced staff, providing a full range of workforce development opportunities to our own staff, and externally, locally, regionally, nationally, and internationally. Considerable investment enables the school to share knowledge and expertise, and supports our intent to embed as a Centre of Excellence. The school is involved in pioneering research in our field of SEMH and ensures this is used innovatively, and delivered across SEN, maximising the progress of all students, and ensuring a social return on investment. We share through training and by upskilling, delivering qualifications and as a Centre of Excellence, we deliver training to families, schools, colleges, Universities, NQT’s, SENCo’s, PRU’s/Alternative Provision, and Local Authorities. We have a record of accomplishment over several years, delivering a cohesive response to the needs of students in various settings and through a range of approaches. All our trainers are active practitioners and specialists in their field. We deliver a range of courses throughout the academic year to external agencies at our training venue and within the schools’ own setting. In addition, we provide support through quality assurance and organisational visits, behaviour audits and much more. We offer peer to peer support and coaching to leaders regionally and nationally, and offer our expertise as the lead specialist school in Calderdale and chair of the SPC.</p> <p>ADD TO HERE TO ENSURE IT IS MORE THAN L&amp;D – COMMUNITY, PARTNERS, LOCAL AUTHORITIES – BEST, 52 WEEKS</p>
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RAG		LEAD	WORKING ON	TIMESCALE	MILESTONES	IMPACT
<b>3.1 (4.1)</b>	<p><b>A drive for work life brilliance is a constant. A stream of resources, strategies and opportunities ensures a healthy, effective, and smart working environment, and helps the community and individuals to be their best.</b></p> <ul style="list-style-type: none"> <li>• Embedding of effective QoL programme</li> <li>• Termly Staff Mental Health Survey</li> <li>• Programme of support created to address issues raised in survey</li> <li>• Regular staff (and families) outings offered and enjoyed</li> <li>• Mental Health/Wellbeing top 10 introduced monthly</li> </ul>	SM	AD, SAy, HM,			

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3.2 (1.1)	<p><b>A proactive response (and routine) to everyone's physical well-being plays an important role in contributing to happiness, engagement, productivity, and overall well-being.</b></p> <ul style="list-style-type: none"> <li>• XXXXXX</li> </ul>	DJT	AD, SAy,			
3.3 (1.3)	<p><b>Our practice, role modelling, opportunities and teaching across the 24-hour curriculum promotes inclusivity and diversity and celebrates a modern workforce and world. The school community shares the responsibility for teaching and learning, increasing self-knowledge and guiding curiosity. Opportunities for learning about disability, race, language, religion, gender, and poverty are in abundance.</b></p> <ul style="list-style-type: none"> <li>• Observance calendar 'days'</li> <li>• Increased literature</li> </ul>	RR	CB, NT, CGo, DF			Greater awareness and opportunities to be involved and increased opportunities for dialogue.
3.4	<p><b>A tiered system, starting with Quality First Teaching through to specialist interventions at tier 3, creates a shared responsibility for connection, individual and group focus, and progress. Speech and Language and Occupational Therapy work in partnership with education and care colleagues to identify and facilitate opportunities designed to develop the skills required to access the curriculum and be successful in core life activity.</b></p> <ul style="list-style-type: none"> <li>• XXXXXX</li> </ul>	RR	HH, HC, CS, LB,			
3.5	<p><b>Workforce learning, training and development supports the needs and growth of individuals and the organisation and its satellite provision. It supports, through various means of delivery, the development of skills, knowledge, competency and expertise, and is designed to add significant currency to the offer now and in the future.</b></p> <ul style="list-style-type: none"> <li>• New PDR process introduced for 2022/3</li> <li>• Training programme created that specifically addresses needs highlighted in PDRs</li> <li>• New Relationships developed with wider group of leaders, experts, specialists</li> <li>• Increased accountability from Middle Leaders in identifying need and purpose.</li> <li>• Reputation of WHSS for best practice continues to rise</li> <li>• Staff Motivation continues to grow</li> <li>• Staff retention increases.</li> </ul>	SM	HM, SAy,	New PDR process agreed by May 22	Full training needs audit complete by Dec 2022	Updated internal training programme completed for 22/23 by July 22

	<ul style="list-style-type: none"> <li>Conference has immediate impact on students.</li> </ul>					
3.6	<p><b>Shape and transform Boothroyd House, and working with and alongside contractors and the Trust, community partners and regulatory bodies, develop a safe, warm environment in which all children can flourish.</b></p> <ul style="list-style-type: none"> <li>Trust Governance of service/partnership with WHSS and BH</li> <li>Contractor Design engagement-budget and build</li> <li>Safeguarding Partner engagement -Community Health Partner engagement</li> <li>DEVELOPMENT OF MODEL OF CARE training /induction/practice-</li> <li>Recruitment of Team- internal and external</li> <li>Completion of all policies/procedures and business plans for Ofsted registration</li> <li>Establishment of Referral process /Placement /Transition timescales</li> <li>Engagement and Relationship building with young people /families/carers/team</li> <li>Relationship building- Calderdale LA/SEND/Local authorities /Ofsted</li> <li>Working closely with safeguarding partners in all aspects of child protection/welfare and safety</li> <li>Relationship building with immediate Neighbours -</li> <li>Developing links with wider community for young people to access facilities-</li> </ul>	TP	SCA, LKI, CAB	<p>Building completion Jan 2022</p> <p>Building Inspection/Registration Jan-March 2022</p> <p>Recruitment Oct/Nov 2021-</p>	<p>Strategy meeting 3<sup>rd</sup> of December followed by three more (February 2022, May 2022, July 2022)</p> <p>Building completion Jan 2022</p> <p>Full staff team recruitment for March 2022-</p> <p>Induction delivery March-June 2022</p> <p>Operational June 2022</p>	<p>Delivery of project on time– Ofsted registration gained</p> <p>Successful engagement within community –positive feedback from neighbours</p> <p>Team appropriately trained and able to support young people within Model of care evidenced by progress and development checklists</p> <p>Qualitative and quantitative data from Reg 45 highlight progress of young people</p> <p>Young people report feeling safe and cared for- reduction in incidents</p> <p>Positive feedback from safeguarding/Local Auth/education/ community partners re levels of missing episodes/unauthorised absences</p>

3.7	<p><b>Connect and reconnect with the local community and help &amp; support local lives. Provide students with life experiences, connections, and opportunities to develop a sense of charity &amp; responsibility. Further cultivate relationships with local businesses and involve students in opportunities to develop their experience of the real world in supported and independent work placements, and through increased connections with industry in readiness for employment.</b></p> <ul style="list-style-type: none"> <li>Southowram library opportunities</li> <li>Links with Southowram groups – SOFA etc</li> <li>Reconnect with local care homes</li> <li>Reconnect with Salvation Army</li> <li>Source new work experience providers</li> <li>Consider uses of site by community</li> <li>Consider other local businesses and relationships</li> <li>Reconnect with local church / vicar</li> <li>Contact local charity shops re volunteering</li> </ul>	CAB	AJH, BC, SD, LKi, EM	July 2022	<p>Business Case</p> <p>Contacts made</p> <p>Links established</p> <p>Providers secured</p>	<p>Established and continuous relationship are in place with regular contact, communication and support without break</p> <p>Business plan for Southowram is passed by the council</p> <p>Good news feedback is received from community.</p>
3.8 (1.13)	<p><b>The school embraces the opportunity to connect its community, learning from the past 18 months, and introducing some new ways of working. New and refined practice is reviewed in light of the impact on students’ progress, well-being, and success, and supports staff across the school from creating and testing, through to its implementation.</b></p> <ul style="list-style-type: none"> <li>Well-being/QoL</li> <li>Serious incidents</li> <li>Attendance &amp; engagement levels</li> <li>SG- lead on reflection &amp; learning opportunities. BC-Proactive strategies/reactive plans</li> </ul>	SCA	SLT/SG/BC	July 22	<p>Feedback from breakfast briefings with SDT/SLT (3.11/,1/3/,8/6). Feedback from questionnaires (boys/families/staff)</p>	<p>A greater impact upon student and staff well-being is evident. QoL questionnaires demonstrate happiness. Engagement increases. Serious incidents reduce, as does the need for PI.</p>
3.9	<p><b>The work of the school is informed by local, regional and national intelligence. The school continues to grow its relationships with current Local Authority partners, develop new ones in light of initiatives, and maintain the level of commissioned placements.</b></p> <ul style="list-style-type: none"> <li>XXXXXX</li> </ul>	RR	TP, SM, SAy			
3.10 (4.6)	<p><b>A review of accruing costs and expenses ensures practice is in line with the ethos (and strategy) of the school. All staff are responsible and accountable for the preservation</b></p>	CAB		July 2022	<p>Budgets</p> <p>Structure planning</p>	<p>Financial Structures and Staffing Structures are drafted for the next 5 years that demonstrate a sustainable future for both the school and</p>

	<p><b>of a positive learning and supportive environment, through role modelling and taking care of resources.</b></p> <ul style="list-style-type: none"> <li>• 22/23 Budgets reflect increasing costs</li> <li>• New provisions show return surpluses</li> <li>• BEST structure and costs are understood</li> <li>• 1:1 Funding is reconciled</li> <li>• Work links closely with review of structures</li> <li>• Future planning re numbers, income streams and strategic planning undertaken</li> <li>• Increasing costs and budgets are addressed</li> <li>• Work links closely with accountability for resources</li> <li>• Impact of expenditure is known</li> <li>• Review of staffing structures</li> </ul>				<p>Costings</p> <p>Systems review</p>	the trust
3.11	<p><b>All teachers, across all services, are confident in the school’s curriculum design and its intention, delivering its content, and ensuring mapping and coverage. Subject and Key Stage Leads take advantage of opportunities to embed skills and knowledge across the 24-hour offer, supporting colleagues with curriculum expertise. Knowledge progression and sequencing of concepts are deeply embedded in every subject/area, and assessment and the associated materials shape the delivery. Subject specialism and knowledge at KS4 in English and Maths is outstanding.</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	KA	HH, BC, JSa, HI, RW, GW			
3.12	<p><b>Continue to work within the Specialist Provision Cluster, supporting Calderdale Schools. Developing partnerships with Universities and Teaching Schools support the development of future teachers and leaders through ITT and the advancement of a specialist SEN pathway.</b></p> <ul style="list-style-type: none"> <li>• Partner delivery across 4 schools</li> <li>• Relationships with Calderdale LA/SEND</li> <li>• Contribution to LA needs (schools) &amp; conferences...depth/breadth (using SAy’s expertise)</li> </ul>	SCA	ITT HH Other SAy, GW, BC, CS, HC, SG, SW	July 22	<p>Post school partner delivery (25/3/2022)</p> <p><a href="#">S:\Self Evaluation and School Improvement\SE F\2021-22\Evidence links\SEND ITT Training Day at William Henry Smith School.docx</a></p> <p><a href="#">S:\Self Evaluation and</a></p>	<p>ITT Recruitment data across schools indicates the quality of applicants with relevant SEND experience and/or qualifications.</p> <p><b>OTHER</b> Feedback and where appropriate quantitative &amp; qualitative data demonstrate improvement following referral/surgery advice. The % of schools engaged is maintained or rises above 96%).</p>

						<a href="#">School Improvement\SE F\2021-22\Evidence links\ITT_School_Delivery_Schedule.docx</a>	
3.13	<p><b>Continue to provide regional and national support to schools and organisations to help drive forward positive outcomes for all children and young people.</b></p> <ul style="list-style-type: none"> <li>Engage-engage &amp; connect</li> <li>Conferences depth/breadth (using SAy's expertise)</li> <li>NASS-Care...can we do more?</li> <li>NASS HR/Finance</li> </ul>	SCA	SM, SAy, TP, GW, CAB	July 22		Termly feedback & review	The net of schools reached is maintained or exceeds ? %. Feedback and where appropriate quantitative & qualitative data demonstrate improvement following support.
3.14	<p><b>A strategic review of both Trust and School structures and governance, and analysis of roles and responsibilities, ensures the delivery of whole school and satellite provision.</b></p> <ul style="list-style-type: none"> <li>Using skills/identifying gaps/recruitment</li> <li></li> </ul>	SCA	CAB, RJT, VZT	July 22		1 <sup>st</sup> strategy meeting (3 <sup>RD</sup> December), followed by 11 <sup>TH</sup> February 6 <sup>TH</sup> May & 8 <sup>TH</sup> July.	Delivery is effective. Timescales are met. Capacity is maintained within the core school.
3.15	<p><b>Heads of Departments, supported by middle leaders, ensure quality of service (through accurate recording and reporting) and highlight areas for learning and development. Effective systems and processes are in place to ensure Quality Assurance of the highest standard.</b></p> <ul style="list-style-type: none"> <li>XXXXXX</li> </ul>	RR	GW, LE, KA, LKi, JA, SG				
3.16	<p><b>Staff are invited to set their 3rd target around good mental health and well-being. Opportunities for self-improvement are supported by the school's priority of work-life brilliance. Staff</b></p> <ul style="list-style-type: none"> <li>XXXXXX</li> </ul>	SM	SLT, GW, LE, LKi, JA, SG				

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Autumn Term	
Spring Term	

Summer Term	
Final Review, Progress & Impact	

#### 4. Working with Resources and Business

##### Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management

<p><b>School Assessment and Summary</b></p>	<p>The school Effective usage of proper learning <b>resources</b> help the students to construct more than superficial knowledge that is building in depth knowledge on a particular subject and developing their individual learning strategies, values, attitudes, and generic skills. '<b>Physical</b> Infrastructure' stands for the <b>physical</b> facilities of the <b>school</b>. It is referred to buildings, grounds, furniture, and apparatus along with equipment essential for imparting <b>education</b>. 3. Management of <b>resources</b> by the <b>School</b> Head requires considerable skills. <b>Resource management</b> is the process of pre-planning, scheduling, and allocating your <b>resources</b> to maximize efficiency. A <b>resource</b> is anything that is needed to execute a task or project — this can be the skill sets of employees or the adoption of software. <b>Schools</b> offer a good product: Providing high-quality educational opportunities to all students. <b>School</b> districts' strengths lie in identifying student needs and implementing innovative programs to provide assistance to struggling students <b>as well as</b> additional challenge to students who excel.</p> <ol style="list-style-type: none"> <li>1. Understand which <b>resources</b> are in short supply and focus on them. ...</li> <li>2. Agree on a common approach to prioritizing work across shared <b>resources</b>. ...</li> <li>3. Embrace different ways of working across the organization and <b>resources</b>. ...</li> <li>4. Realize <b>resource management</b> is an ongoing process. ...</li> <li>5. <b>Manage</b> work and <b>resources</b> uses a blend of granularities.</li> </ol> <p>Tools and advice intended to help you plan and manage your workforce. They will help you reduce workload and combine your curriculum planning with your financial planning. These resources will also help you to save money on costs of recruiting staff, deploying your staff effectively and aligning staffing plans with your school capacity, needs and budget.</p> <p>How you collect and analyse data, and knowing what data can tell you about your school's performance, is crucial to achieving excellent school resource management. These tools and guides will help you use your data effectively.</p> <p>EIF AND RESOURCES</p>
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RAG		LEAD	WORKING ON	TIMESCALE	MILESTONES	IMPACT
4.1 (3.1)	<b>A drive for work life brilliance is a constant. A stream of resources, strategies and opportunities ensures a healthy, effective, and smart working environment, and helps the community and individuals to be their best.</b>	SM	SAy, AD, GW, AJH			

	<ul style="list-style-type: none"> <li>XXXXXX</li> </ul>					
4.2	<p><b>All data and assessment are fit for purpose. With a focused intent, it is a tool to drive the work of the school. It informs, engages, and creates opportunities (personal/social/academic) for students along their educational journey.</b></p> <ul style="list-style-type: none"> <li>EBacc embedded and understood</li> <li>Progress Reviews embedded in practice</li> <li>Data reporting is meaningful</li> <li>Date only retained if useful</li> </ul>	CAB	KA, GW, LE, HH, VZT	July 2022		Streamlined and useful data informs practice and is reported in the SEF
4.3	<p><b>Modern digital technology and the implementation of technology infrastructure (including connectivity) ensure suitable resources are in place to support teaching.</b></p> <ul style="list-style-type: none"> <li>XXXXXX</li> </ul>	RR	CS, HH, KA, HC			
4.4	<p><b>Develop knowledge and methodology in research &amp; directly apply this to create robust and presentable foundations for our practice.</b></p> <ul style="list-style-type: none"> <li>XXXXXX</li> </ul>	SCA	SAy	July 22		
4.5	<p><b>The school's site and satellite provision meet the growing needs and expansion of the organisation's work. The purchase of property to extend and expand commissioned bespoke services (BEST), the development of a children's home, the build of a 5-bed residential care facility, coupled with the move of Therapies to a custom-made amenity in Lowry, and the procurement of a library as a local community asset are projects for the next 12 months.</b></p> <ul style="list-style-type: none"> <li>Review of site strategic plan</li> <li>Review constraints on site</li> <li>Review opportunities offsite</li> <li>Review staffing in light of 3 sites</li> </ul>	CAB	LKi, EM, RJT, GW, LE, KA	July 2022	<p>Meeting with RJT</p> <p>Update strategic plan</p> <p>Align to financial planning</p>	Strategic site and offsite plan in place covering next 5 years

<p><b>4.6 (3.10)</b></p>	<p><b>A review of accruing costs and expenses ensures practice is in line with the ethos (and strategy) of the school. All staff are responsible and accountable for the preservation of a positive learning and supportive environment, through role modelling and taking care of resources.</b></p> <ul style="list-style-type: none"> <li>• 22/23 Budgets reflect increasing costs</li> <li>• New provisions show return surpluses</li> <li>• BEST structure and costs are understood</li> <li>• 1:1 Funding is reconciled</li> <li>• Work links closely with review of structures</li> <li>• Future planning re numbers, income streams and strategic planning undertaken</li> <li>• Increasing costs and budgets are addressed</li> <li>• Work links closely with accountability for resources</li> <li>• Impact of expenditure is known</li> <li>• Review of staffing structures</li> </ul>	<p>CAB</p>	<p>SAC, LKi, SAC, JC</p>	<p>July 2022</p>	<p>Budgets  Structure planning  Costings  Systems review</p>	<p>Financial Structures and Staffing Structures are drafted for the next 5 years that demonstrate a sustainable future for both the school and the trust</p>
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<p><b>Autumn Term</b></p>	
<p><b>Spring Term</b></p>	
<p><b>Summer Term</b></p>	
<p><b>Final Review, Progress &amp; Impact</b></p>	