

# School Improvement and Development Action Plan

## Royal School Manchester.

### 2016- 2017

Where do we want to be in 2020? Seashell Trust Aims and Objectives
1. Provision of a national centre of excellence for teaching and learning for children and young people with low-incidence SEN with a specialist Early Years facility
2. National resource Centre for training educational and support staff working in the field of with low incidence SEN
3. Outstanding Support offered to other Schools through the acquisition of National Teaching School Status and skilled support from a Specialist Leader of Education
4. Curriculum Development Centre for teaching and learning and the development of learning environments for C&YP
5. The development of specialist resources and methodologies to support and facilitate the teaching and learning of C&YP with low incidence SEN
6. The development of research programmes to inform and support evidence based practice alongside a wealth of specialist experience and expertise
The School Improvement Action Plan sets out the school's strategy and development planning for 2015-2016 This is a specific action plan for the academic year ahead 2016-2017. The plan is developed through discussion by and consultation with Seashell Trusts Director of Education and links to the school business plan developed from the Trusts 20 year vision. This action plan is reviewed by the School Management Team, School staff and school governors and is informed by the Trusts vision and school self- evaluation. School self-evaluation may lead to amendments to the plan throughout the year and review is ongoing.

1	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
Objective	2015/16 Action	Date completed.	2016/2017 Action	Date completed	Lead	Monitored & evaluated by	Success Criteria Date achieved
Foster an increased expectation of higher achievement to increase independence for all students	Reduce support levels where appropriate to encourage independent and peer supported learning.  Safe learner targets support students to remain safe in specific lessons and transitions with reduced support.	July 2016 Evidence that in next step files, IEP achievement and independent travel plans, where appropriate learners are encouraged to complete tasks with independence and in small groups with reduced staff support.  Feb 2016	Teachers set safe learner targets and risk assessments for increasing independence.  Targets set for improved independence in IEP's and 80% targets achieved.	October 2016  Feb 2017 July 2017	School Manager post 16 EH  HLTA – Transitions.	Head of School  Curriculum managers.	Students remain safe in lessons and transitions with less support and where appropriate evidence responsibility for their own safety.  80% of IEP (medium term) targets to increase independence are achieved in Feb and July 2017
	An independent travel plan is in place for students where appropriate and shared with all staff.	Dec 2015 4 phases of travel Plans on SP. Roll out and share with staff Feb 16	80% of students on the travel plans make progress in independent travel.	Feb 2017 July 2017	HLTA – Transitions	Curriculum managers U16 & P16	Students with the ability to travel on site with increasing independence follow the travel plan and evidence of 80% students making progress in independent travel clearly documented.
	Monitor effectiveness of 2:1 support for students.  Teachers document each week how many minutes they have reduced 2:1 support in the timetable. LT converted this time allocation in to percentages. Achievement of session goals with reduced support will be monitored to	Monitoring document complete by Jan 2016  6 students 2:1 support Feb 2016 80% IEP targets achieved – expected progress July – 5 students 2:1 69% achieved.	Curriculum managers and head of school develop system for effectively monitoring support levels with the aim of reducing levels of support, where possible for individuals during the school day.	June 2017	School Managers EH & RB	Head of school.	Evidence of reduced support for students through the achievement of individual independence targets and evidence where possible of reduced support in learning activities.

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	indicate whether 2:1 is leading to reduced support and increased independence.							
	Staff training on modelling teaching activities to students in order to encourage mirror learning will start in January 2016.	Start Jan 16 Training complete. Staff produced video evidence Feb 2016	Repeat mirror modelling training to all staff. Record levels of student engagement and independence through video evidence.	October 2016	MSI Lead practitioner and head of school	Head of school	Where students are supported 1:1 students demonstrate improved levels of engagement and learning.	
			Identify 1 pupil to begin transition back in to their local authority special school provision.	April 2017	Head of school	Director of Education	Placement option identified within LA provision for Students who have received early intervention and may no longer require a highly specialised resourced provision.	
Raise standards by improving assessment & data analysis, to inform target setting to demonstrate progress	A more rigorous approach is taken to evidence learning outcomes by daily progress and next steps recording evident in all sessions.	October 2015 Recording Format changed – review in March OTL Strong evidence of student progress in 100% of classes across school.	Monitor the effectiveness of the evaluation of short term targets and student progress through next step files.	October 2016 March 2017	School Managers EH &RB	Head of school	Learning journeys and students progress can easily be tracked through the next steps recording and evaluation files. Continuous assessment of students learning is evident	
	Data analysis of attainment will include LAC and children in receipt of PP alongside age, gender and specific difficulties.	September 2015 80% of students who's under achievement is not linked to medical issues make expected or better progress by June 2016.						
	Teachers and curriculum managers complete action plans for underachieving children to ensure attainment improves in areas of under achievement.	Nov 2015	Teachers provide strong evidence where students are underachieving of the reasons why and the actions/strategies for improvement.	Sept 2016 Feb 2017	Teachers.	School Managers EH &RB & head of school.	Teacher's reports provide strong evidence of why students have fallen below expected attainment levels and future planning demonstrates how this will be improved upon.	
	Monitor the outcomes for students as a result of the appointments of the art and technology specialist roles. Reduction in number of pupils under achieving in art and ICT (currently 7% underachieve in ICT and 10% in art)	Feb 2016 June 2016 Appointment of art and technology roles improve student attainment in these areas. Target - 80% students make expected or better progress to both MTG (IEP) & P- level targets. 80 % pupils made expected progress and 20% above expected progress in ICT. In Art 47% made above expected progress and 51% made expected progress. 1 student made less than expected 2% - The student has VI.						
	Improve students' involvement in their own learning and their recognition of achievement to evidence positive outcomes. Monitor in OTL	October 2015 March 2016 Evidence from OTL demonstrates that	Students are supported to express their views on RSM.	Ongoing from September 2016	Class teachers	HLTA Young peoples participation.	Where possible students are supported to demonstrate what they like and don't like about RSM.	

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		where appropriate pupils are involved in understanding the aims of the lesson and are aware of their achievements.					
Improve long term target setting from baseline	Use appropriate assessment tools effectively to improve the baseline assessment process by ensuring ongoing teacher and therapy assessment in order to set challenging but achievable targets for all learners.	February 2016 Updated list of assessment tools available on SP for teachers. All students assessed at baseline have been assessed using a range of assessment tools. 80% of end of key stage LTG are achieved.79% achieved overall	All students are assessed throughout the year using alternative assessment tools to statutory P-level assessment. Assessment tools used will be appropriate to assess individual needs e.g. MSI, ASC, communication.	July 2017	School managers EH &RB	Head of school	Alternative assessment tools are selected for all students to evidence student progress and to inform planning and target setting. In the absence of an alternative statutory assessment all students will require additional assessment to evidence progress in cognition. Assessments to be carried out 2016-2017.
Review summative assessment in line with revised statutory assessment.	Plan to develop assessment in line with SEND code of practice.		Action plan for statutory assessment in cognition to replace P-levels.	October 2016	TLR Assessments	School managers EH &RB & head of school.	Alternative assessments for monitoring progress are in place for students from the start of key stage – Statutory assessment when finalised to be introduced.
Ensure good or better progress towards targets. 1 (iv)	Monitor achievement of end of Key Stage targets set at the baseline meeting to ensure accurate target setting and good or better progress towards targets	July 2016 79% overall achievement of LTG			Senior Teacher-assessments	Head of school	80% of LTG are met
	Monitor the achievement of IEP targets to ensure accurate target setting and good or better progress towards targets Success criteria - 80% IEP targets achieved 79% average February 2016 July 2016 – 77%	February 2016 July 2016	Improve on Annual performance. 85% 2017 student achievement of IEP's. 85% Achievement of LTG/destination goals – end of key stage students.	Feb 2017 July 2017	Senior Teacher assessments	Head of school	85% IEP and LTG achieved.
Work experience makes best use of community opportunities and meets the preferences and interests of students	Work experience Champion to achieve: 100% of Yr 12 students to access onsite work experience 30% of Yr 13 students access offsite work experience/others onsite 50% of Yr 14 students access offsite work experience/others offsite	December 2015 0%  80% Yr 14 achieved.	80% students in Post 16 to access on and off-site work experience.  60% students in years 13 and 14 to access off-site work experience.	January 2017	HLTA Young people's participation & L3 Work experience.	Curriculum Manager P16 EH	Students vocational preferences inform their work experience placements. By Jan 2017 all students have access to on and off-site work experience opportunities
Therapy is consistent with identified student needs	Observation of support for learning to take place in autumn and summer terms Autumn term - Observation of support for learning has been carried out Dec 15– EH will support therapists to set targets for therapy sessions that will evidence progress and outcomes for students. Senior teacher to audit therapy input in line with statement/EHCP/assessments	November 2015 March 2016  Students therapy needs are met and educational outcomes are achieved through embedded therapy.  December 2015	Curriculum manager and therapy lead to audit therapy input in line with statement/EHCP/assessments	October 2016	School Managers EH &RB, Therapy lead	Head of school	All students receive the recommended therapy hours and progress with additional therapy support is evidenced through recording an evaluations in next step files.
Improve evidence of educational outcomes for therapy 1 (vii)	Observation of therapy Support for Learning take place x2 per year Observation of support for learning has been carried out Dec 15– EH will support therapists to set targets for therapy sessions that will evidence progress and outcomes for students.	July 2016 Achievement of therapy goals leads to measureable improved educational outcomes for learners evidenced through achievement of MTG & LTG	Monitor achievement of therapy goals through next step files and achievement of MTG & LTG's.	Feb 2017 July 2017	School Managers EH & RB	Head of School Therapy lead	The impact of therapy on educational outcomes for pupils is evident in the achievement of medium and long term education goals.

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	Baseline reports and goals set and achieved evidence educational outcomes for therapy.	Therapists document evidence of improved outcomes for students receiving therapy support in annual review reports and MTG & LTG evaluations.					
Further support access to learning and the development of communication skills through ICT	<p>AT assessments inform target setting at baseline meetings in computing</p> <p>AT evaluates contribution to learning to show individual student achievement by IEP monitoring.</p> <p>Develop the computing curriculum and include reference to e-safety where appropriate.</p> <p>Set targets at appraisals to develop the computing skills of LSA's to support students to achieve expected outcomes.</p>	<p>February 2016</p> <p>February 2016</p> <p>Target - 95% of students meet expected outcomes in ICT. 80 % pupils made expected progress and 20% above expected progress in ICT</p>	<p>Increase numbers of personal devices to provide 1-1.</p> <p>Development of iPads to become more be-spoke for each student to complement their learning and access to the curriculum</p> <p>Introduce devices for eye gaze and direct touch</p> <p>Existing Assistant to evolve within her role and eventually have small case load of students and project based work (X 3 days week)</p> <p>Development of 'how to guides' to support in house training.</p>	Add timescales	Assistive technologist	Head of school	Students achievements in ICT meet or exceed expected outcomes.
14-19 learners achieve accreditation in English and maths that open opportunities for developing functional skills that provide them with a solid foundation for the future.	<p>Review accreditation schemes for higher achieving students in English and Maths. Review taken place AQA schemes being looked in to and staff identified for training.</p> <p>Implement a wider range of accreditation schemes for 14-19 learners to support future destination outcomes and functional skills in English and Maths.</p>	<p>February 2016</p> <p>April 2016</p> <p>Opportunities for higher achieving students to achieve accreditation that challenges and better supports future outcomes – schemes looked at did not seem to offer improvement on current schemes.</p>	<p>Accreditation links to students destination goals to ensure relevance and sufficient challenge.</p>	Evident in lesson observation and monitoring of planning. Sept 2016- Feb 2017.	School Manager P16 EH Accreditation lead.	Head of school.	Students working to gain accredited awards will benefit from the award by progressing towards their end of key stage destination goals.
Research provides evidence based practices to improve outcomes.			<p>Agree 2 national research projects</p> <p>Scope and start 3x case studies</p> <p>Good practice articles x 10</p>	<p>Jan 2017</p> <p>March 2017</p> <p>July 2017</p>	Research lead	Head of school	

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2	TEACHING LEARNING		TEACHING LEARNING				
Objective	2015/16 Action				Lead	Monitored & evaluated by	Success Criteria
Ensure planning is appropriate for individuals and curriculum coverage is met	Senior teacher with TLR responsibility for the curriculum to monitor planning and report back to individuals and head of school		School managers EH & RB monitor planning and report to teachers and head of school	Sept 2016 March 2017	School managers EH &RB	Head of school Governors	100% lessons are good or better Student achievement of 85% MTG & 90 % LTG
Evaluate student achievement and identify next step for development at the end of each session more effectively.	Teachers and support assistants meet regularly through the week to evaluate student achievements together and plan next steps.	Revised format to be used from Feb 2016	School managers monitor and evaluate the effectiveness of the revised KS1-3 next steps and the KS4 & P16 next steps planning and evaluation systems.		School managers EH &RB	Head of school	Students make better progress in lessons evident in their records of achievement and attainment levels.
Develop a culture of self-reflection of teaching and learning amongst staff.	Video evidence is used for self-evaluation of teaching and learning.	March 2016	Video evidence is used to support the OTL and teaching staff use video to self-reflect and judge effectiveness of their teaching methods and approaches.  Staff to receive training in Positive behaviour support under a new Training scheme.	Oct 2016 March 2017  April 2017	Senior teachers	School managers & Head of school.	Staff use video evidence to self-reflect and improve practice and to share good practice amongst teams.
Ensure 100% of teaching is judged 'good or better'	Rigorous OTL, support plans to improve T&L.	P 16 POS underdeveloped.  80% good or better (Nov 15) Re-observation 90% 80% good or better March 2016. Re-observation 100%	Improve the monitoring of planning and timetables in September prior to OTL to ensure all teachers are meeting the required standards.	Sept 2016 Feb 2017	School managers EH &RB	Head of school.	Increase support for teachers prior to OTL to ensure early and effective intervention if teachers are under performing.
Develop the curriculum at 14+ to ensure a broad range of opportunities for accreditation and develop monitoring systems to evidence achievement	Link accreditation to destination goals at KS4 and Post 16.  New Post 16 curriculum is rolled out and evaluated at 6 months						Improved outcomes and attainment for P16 learners.
Review the format of all curriculum documentation	Support for learning (Therapy) input at teachers meetings to share student progress in curriculum areas.  Develop the format and content of the POS  Write a policy plan with the teaching team on how we will purchase share and monitor curriculum resources.	Jan/16  Jan/16			Senior Teacher Curriculum	Head of school	All teachers and support for learning are confident in the delivery of the school curriculum evidenced by effective teaching and improved outcomes.
Further develop the KS4 and post 16 curriculum in view of Foundation Learning Program. (SEND reforms)	Monitor the effectiveness of the use of the Important to Me Bags at annual review.	June/16 5 other schools have now taken this idea on board following a conference that DC presented at. Evidence in planning and target setting for KS4 upwards that teachers are	HLTA – young peoples participation leads on ensuring Important to me bags, vocational & leisure booklets inform mini maps and destination led planning for KS 4 & P16.  Destination statements are visible and inform planning.	Ongoing	School Manager  HLTA YP Participati on.	Head of school	The effectiveness of the KS4 and Post 16 curriculum is evident through the achievement of long term destination goals for all KS4 & Post 16 students.

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		incorporating information about students preferences, strengths to inform destination led planning and outcomes.					
Develop early years foundation stage curriculum to meet needs of early years intake in September 2014.	Curriculum lead to meet with HB EYFS teacher to document the EYFS Programme of Study.	Jan/16 Primary curriculum developed and modelled on areas of relevance in the EYFS curriculum.			Senior Teacher for Curriculum	Head of School	Awareness of the EYFS and primary curriculum evident across the school.
Develop the skills of teaching staff to ensure effective delivery of the communication curriculum.	Assessment tools are sourced and used to support target setting.  LSA with interest in communication to attend PECS training and deliver ongoing training to support staff across school.	September/15  October/15			S&LT	Senior Teacher for Curriculum Planning	Staff are consistent in their ability to deliver effective communication support to all learners, evident in OTL and pupil attainment.
Develop the reading skills of identified students.	Idea sharing session/training on teaching early reading skills.  Investigate provision of reading resources in school.  Develop the library	April 2016  December 2015	Monitor the effectiveness of literacy experiences for pupils across all age ranges.	Ongoing	Key skills co-ordinator	School Managers EH & RB	Individual students will access a range of literacy experiences including: Sensory stories- based on personal experiences Massage stories. Sharing and exploring picture, texture., braille and other texts with adults. Listening to audio or multi-media books Text/symbol rich environment where students are exposed to the idea of written information Symbol supported reading Structured reading tuition

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3.	<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>		<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>				
Objective	2015/16 Action				Lead	Monitored & evaluated by	Success Criteria
Develop the Spiritual, Moral, Social and cultural curriculum.	Develop KS4 post 16 curriculum to incorporate Current affairs and the local community.	feb/16 – In Draft form. Difficulties in developing POS led to inadequate teaching.	All SMSC is relevant to individuals and promotes functional and essential learning experiences.	Focus of OTL Oct 2016	PHSE co-ordinator	School Managers, EH & RB	Evidence in curriculum reports, annual review, student achievement.
Support students to contribute to school life	Staff will monitor students reactions to their environments/communicated requests through the learner voice champion who will convene the student council to address wider school issues	Student council elected October 2015	Learner voice is promoted and evident through students being empowered to make choices and decisions throughout the school day.  Students requests are interpreted and recorded through observation and actions raised are acted upon and reported to head of school and governors.  Increase number of lunch time activities to offer more opportunity for choice and social interaction during free time.		HLTA YP participation. (LV)	Head of school, Governors.	Staff record and collate evidence of students' views on the school environment. Evidence collated informs change. Evidence of change as a result of learner voice is displayed in school.  Students have a range of options for developing social interaction and decision making during free time.
2 cohorts of students will achieve bronze/silver DofE awards	2 Staff to undertake training and lead role in planning and delivering the implementation of the D of E for both bronze and silver awards.	October/15 2 cohorts achieve the D of E Bronze and silver awards.	2 staff to undertake training and lead role in planning and delivering implementation of D of E.		LH – Teacher with responsibility DofE	School Managers EH & RB	3 Cohorts of students achieve Gold, Silver and bronze awards.
Review day to day audiological and auditory management of deaf and HI students	Audiology to set aside in their annual budget a fund for "urgent earmould" provision. This will be put in place from September 2015/16. Feedback to staff following clinical assessments of pupils.	Students have continuous and appropriate amplification during the school day.  Audiological advice supports classroom practice and is monitored through evident in OTL & support for learning. Audiologists are working towards the trusts strategic plan and have written articles for BATOD: 'Cochlear implants for paediatric complex needs' and 'ASD and Deafness' and commissioned articles for NDCS. Jane Douglas lectures at Manchester University, has been invited as guest speaker at Paediatric Audiology Interest Group in Sheffield and	Upload all clinical reports and information to Sharepoint to ensure effective monitoring of provision.	Sept 2016	Audiologists	Head of School	

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		HaLD conference in Birmingham and attends the University Research Club.					
Improve staff knowledge and skills in teaching PE	Staff identify areas of sport in which they will be able to develop their skills and undertake the training to improve teaching and outcomes for students	Feb/16 Action plan for School sports grant in place. RSM has used some of the EFA Sports Grant premium for staff training to deliver Jabadao – early movement play – led by therapy assistant Ben Jones this has been a great success and is now being incorporated in to the curriculum and is fully supported and developed by therapists and teachers. July 2016 33% students made above expected progress in PE and 67% made expected progress	Action plan for EFA sports grant fund to further develop staff skills and expertise.		PE Co-ordinator	School managers EH &RB	The quality of physical education teaching is improved and monitored through OTL and pupil achievement.
Students understand how to keep themselves safe or are supported to remain safe including risks from use of the internet and social media.	Parents advised on e-safety through school website, information café. AT and IT co-ordinator incorporates e-safety in to curriculum planning <b>Staff training on safeguarding and e-safety.</b>	November/15  <b>Jan 2016 Inset day – needs re-scheduling – April 2016 – all staff received e-safety training.</b> Curriculum themes through Citizenship, British Values and PHSE logged on students curriculum and IEPs .	Assess Prevent duty in terms of the curriculum (what we doing for learners to keep them safe)  Develop resources on Prevent for students with complex needs.	launched on 8.6.16 and work will commence 15.6.16 for a six week period.	School Managers & AT/IT co-ordinator	Head Teacher	Safe learner targets in planning. Students and parents are well informed and risks minimised.
Staff and governors are aware of Prevent duty and Channel General awareness.	All staff and governors to read the D for Ed Prevent Duty handbook and complete on-line Channel general awareness training.	November/15	Continue to develop staff and governor awareness of safeguarding and Prevent duty through on going training and awareness sessions		Head of school and Training Department	DS lead	Staff and governors are able to demonstrate a general understanding of the risks affecting people vulnerable to radicalisation and an awareness of channel.
Provide a seamless approach to teaching and supporting pupils	Support strategies and classroom organisation ensure resources and teaching methods are easily accessible to all teaching staff to ensure consistency in routines and approaches	Feb/16 Confirm completion in next round of OTL in March 2016			Transition co-ordinator/class teacher	School leadership team	Students feel secure and are able to participate in planned activities when supported by less familiar staff.
Evidence improvements in students transitions from their starting points.	Phased independent travel plan to be implemented across the school to support and evidence student progress towards increasing independence.	Feb/16	Monitor the effectiveness of the independent travel plans in evidencing students independence in transitions.		HLTA Transition s.	Curriculum Managers.	Students progress through transition phases. Transition plans are in place for all students who require one.

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4	Effectiveness of Leadership & Management	Date	Effectiveness of Leadership & Management	Lead	Monitored & evaluated by	Success Criteria	
Develop the governors roles within the school.	<p>Ongoing governor training in areas of: Students needs Staff roles and responsibilities: MSI, ASC. Awareness. Transitions, Safeguarding/Risk assessments, Learner voice.</p> <p>Minimum 2 governors participate in learning walks.</p> <p>Governors contribute to school development through their strengths and expertise.</p> <p>Governors complete self-evaluation</p> <p>Develop governor action plan for capacity building; inspection requirements; and safeguarding Governors demonstrate increased knowledge of students and staff at RSM which is evidenced through their contributions at governor meetings and increased involvement and contribution to school development.</p>		<p>Annual review and update of subcommittees to ensure governors are well deployed to meet the needs of RSM. Use the skills audit, Performance appraisal and school development plan to inform structure of subcommittees</p> <p>Ongoing governor training in areas of: Students needs Staff roles and responsibilities: MSI, ASC. Awareness. Safeguarding/Risk assessments, Learner voice.</p> <p>Governors participate in a wide range of activities within RSM. They gain insight into the work of the school support the school to evaluate their strengths and weaknesses</p>	February 2016	Chair of Governors	All RSM Governors	<p>Governors and school leaders are confident that skills are well match to roles and responsibilities. Support and challenge for school leaders is effective</p> <p>Governors can demonstrate increased knowledge of students and staff at RSM</p> <p>The Governing Body demonstrates a good understanding of the strengths and areas for development of the school. Governors have a high profile amongst the school community and parents and their work is viewed positively and their role is understood.</p>
Improve staff recruitment processes and capacity within the staff team to reduce agency support.	Continue to work with HR to improve the recruitment processes to ensure vacancies are kept to a minimum and additional capacity ensures cover during absences and in the event of staff resignations.	September 2016 – No agency staff required at start of term.	Staff wellbeing is monitored and supported by HLTA for H&S & Wellbeing.	ongoing	Head of school HR business manager	Governors.	Evidenced by improved attendance and Staff turnover.
Develop relationships and parents/carer involvement in the school	<p>Invite parents to a variety of events both social and informative. Information café events for parents.</p> <p>Parents views are collected at annual review and used to inform future planning and development. Parents input to students baseline and target setting and contribute to IEP's via personalised support eg. Home visits, arranged consultations.</p>	November/15  Feb/16 July/16	Parent portal to be developed on sharepoint. All staff to have a performance target to upload and maintain all relevant information to students page on sharepoint in preparation for the portal	July 2017	IT champion Curriculum managers	Head of School	<p>Parents are well informed about their childs progress in school. The school seeks and implements advice from parents. Parents seek and implement advice from school. Consistent approaches to support communication and behaviour are evident in both home and school settings.</p>
School web-site is kept up to date, interesting & informative.	Update the curriculum aspects of the website to include current information and curriculum development.	November/15	Curriculum managers review and update website information monthly.	monthly	School Managers EH &RB	Head of School	Information on the website is gives current, relevant and informative information about the school.

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Streamline the process of admissions and referrals to ensure a seamless service, parents understand the process and student needs can be met during assessment. Maximise efficiency of the assessment process	Senior teacher follows agreed processes and maintains system for admissions and referrals.  At initial assessment Students' needs are thoroughly and accurately assessed	Provision and resources identified at assessment consistently meet the holistic needs of the child.  Jan/16	School is at capacity (4 leavers July 2017) assessments for 2017 admissions from January 2017.	Jan 2017- April 2017	HLTA Assessments & Transitions	Curriculum manager U-16. RB	School can move towards achieving 1 September intake each year. This will enable the assessment and recruitment processes to become more streamlined.	
Develop Early years/Primary unit.	3 Learning support staff undertake training specific to EYFS.	Jan/16- names and training identified for TA's There are 4 teachers currently employed at RSM with Early years qualifications.	L3 Teaching assistant will undertake her EYFS training in 2016-2017 + 2 TA's	Autumn Term	U-16 Manager RB	Head of school.	Capacity to meet demand of Early Needs Intake should it be required.	
Staff wellbeing is addressed	All staff attend wellbeing day.	July 2016	HLTA role created for Health safety and Wellbeing. Set up systems to monitor staff well being through debriefs and effective mentoring and line management processes.	Ongoing	Director of HR	Head of school	Staff feel valued and part of the wider team. Early identification of staff with low morale to ensure effective support systems are in place.	
Promote positive attitudes within the workplace to support staff to accept and accommodate necessary change	Appraisal process – measured against SST values.	Staffing re-structure complete.						
Develop training opportunities to increase skills in Teaching and Support across the breadth and depth of student need - Develop Teachers Specialisms to support the raising of standards Ensure Training for teachers is relevant for student population Maintain Balance of staff skills and student compatibility.	Refresher training for all teachers on Individual Programmes and the curriculum x2  1 staff begins DTTLS course		Refresher training for all teachers on Individual Programmes and the curriculum		School Managers EH & RB		Improved outcomes for students evident through improved attainment of learners.	
	1 teacher enrolls on MSI MQ		1 HLTA – 2 <sup>nd</sup> year of DTTLS training to complete July 2017.  1 HLTA to complete qualification for HLTA.		Head of School	Line Manager	Increased teaching capacity within school	
	1 teacher complete MSI MQ 1 teacher complete MA in Autism  NQT's follow Stockport LEA NQT induction programme to complete NQT year.	1 teacher to gain MQ in MSI September 2016, 1 teacher to receive MA in Autism, September 2016.  NQT's successfully completed NQT year		1 teacher enrolled in September on Teacher of the deaf MQ		Head of school	Line Manager	Improvement in T&L resulting in improved outcomes for MSI learners.
	Intervenor training for a further 5 – 10 LSA's	Training starts Jan 16 May/16		5 Intervenor to complete training in 2017	Jan 2017	Head of school	Senior MSI Specialist Teacher	MSI learners make good or better progress.
	5 staff enrol & complete ASC training course	Jan/16 3 enrolled		5 staff to enrol & complete ASC course.		Head of school	Line managers	ASC learners make good or better progress
	All staff complete training on modelling and mirroring, intensive interaction and life is a curriculum to improve support for learning.	Feb 16		Re- run training on mirror modelling, intensive interaction and life is a curriculum.	Jan 17	Training department.	Head of school/	High levels of support lead to improved learning outcomes for students.
				Managers participate in monthly training.	Monthly	Training department	Line managers.	

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Raise the external profile of creative arts at RSM and enhance outreach and collaboration opportunities.	Artist in residence create links and develop working relationships with local art institutions.  Artist in residence to develop a plan with teachers to achieve arts mark award.	Review in Feb/16 BNY Mellon – 40 willow dragonflies for installation - opportunity to display the dragonflies at the Whitworth Art Gallery. Patron's Lunch project, Mad lab innovations in art & Technology.	Gain Arts Mark Platinum Award, to support the achievement of teaching school status.  Increase accreditation opportunities to include Discover and explore stages of Art Award accreditation- a requirement of the Arts Mark Platinum status.	From September 2016	Artist in residence	Head of School	Arts mark award achieved. Community links enhance opportunities and outcomes for students evident in curriculum development, Annual review, ROA's, OTL.
Raise the profile of RSM by achieving the Rights Respecting School award			Achieve actions as set out in the RRSA action plan	September 2016	HLTA's & Creative arts team	Head of school	RSM becomes a rights respecting school and successfully promotes the rights of the child.
Further develop the appraisal system for all teams.	Training for line managers on the appraisal process, target setting and performance related pay. Complete full year appraisal process to inform PRP.	Mid- term appraisals to be carried out March 2016	Line managers to attend manager training between September – December on appraisal and performance review.	Sept- Dec 2016	Training dept, Head of school	Line managers.	Staff performance is in a continuous cycle of improvement. Staff development leads to improved outcomes evident in achievement data and OTL.
Class manager role ensures teachers time is not absorbed by non-teaching events during lessons.	Class managers and teachers work together to plan staffing and resources and meet regularly to ensure teaching time is not interrupted.	Reviewed in Dec/15 again in Feb 2016  Staffing re-structure created more manager time with HLTA roles and increased teaching capacity and L3 roles.	Effectiveness of the class manager role is monitored by teachers and managers and reported to head of school	Oct 2016 March 2017	School managers EH & RB	Head of School/governors	Teachers time is apportioned equally amongst students and used effectively to support staff in the delivery of outstanding teaching and support for learning evidenced through OTL, learning walks and peer observations.
Medical services are person centred and fit for purpose.	Senior leaders develop Integral nursing service within the School	April 16	HLTA and nursing staff ensure effective monitoring systems of Health action plans and staff training are in place.	Sept-Dec 2016	HLTA H&S	School nurse & Head of school.	Administration of medication is person centred and integrated within the school and person centred.
Strategies and interventions to support students are consistent across school and care.	Head of school and registered childrens manager develop an action plan to foster collaborative working between school and residential staff.	May 2016	All support staff carry out weekly focus meetings with key workers from care to ensure consistency in approaches and effective collaboration.  The HLTA for H&S & wellbeing to ensure health action plans and medical information is consistent and updated. Students will be: CN & RN, HLJ, AMc, LR, RD & TD.  To support the implementation of consistent strategies: Teachers to spend 1 hour per week in residence. Team leaders to spend 1 hour per week in school Night reports to be sent to teachers so that they have an overview of how well the student slept and any issues.  Care education and therapy staff collaborate to plan and deliver individual learning programmes.	Ongoing from Sept 2016	Head of school/registered manager.  School Managers  Night manager.  Teachers	Governors  School managers EH & RB	Consistency in strategies to support the communication and management of students ensures students progress and improvements in behaviour and health and wellbeing.

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Support SST strategy to become a National centre of excellence with EYFS facilities.			Support the pilot of a Stay and Play Scheme for families.	Oct 2016	Head of school	Director of commissioned services	Staff expertise develops through support for families and EYFS. SST is promoted through the service.
Introduce more rigour in to OTL			Maintain links with local primary school and schedule combined OTL in March 2016.	March 2016	Head of school	Head of both schools.	Judgement of teaching standards will be more rigorous as a result of external observation and judgement.
Acquisition of National Teaching school status.			Work as members of the teaching school alliance towards the achievement of teaching school status. Develop strong relationships with 2 other special schools;	From Nov 2016	Head of school	Director of education	Work within the alliance supports the acquisition of NTSS

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