

**School Improvement and Development Action Plan
Royal School Manchester.
2018- 2019**

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
<p>The School Improvement Action Plan sets out the school's strategy and development planning. This is a specific action plan for the academic year ahead 2018- 2019 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.</p>

Royal School Manchester is aiming to achieve UNICEF UK's Rights Respecting Schools Award. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of the school's planning, policies practice and ethos.

Outcomes					
Objective /Intent	Action/Implementation 2018/2019	Timescale	Lead	Monitored & evaluated by	IMPACT
<p>Foster an increased expectation of higher achievement to increase independence for all students</p> <p>Article 3</p> <p>Article 23</p> <p>Article 29</p>	<p>2/3 Key stage 2 pupils who have individual teaching spaces share teaching space.</p> <p>1 pupil shares space with peers 50% of the school day.</p> <p>1 shares space with peers 25% of the school day.</p> <p>2 KS3 pupils who have individual teaching spaces share space with peers for 25% of the school day.</p> <p>3/5 post 16 students who have individual teaching spaces share space with peers 50% of the school day.</p> <p>4/10 KS2 pupils have reduced TA support to 0.5% for 30% of school day.(not including break and lunch cover)</p> <p>2 KS3 pupils that receive 2:1 support will have support reduced to 1.5 TA support.</p>	<p>Ongoing throughout year to be evaluated in July.</p>	<p>Head of School</p>	<p>Director of Education</p>	<p>Pupils become more independent and able to learn in shared environments leading to improved access to future options.</p>
	<p>Discuss potential for short term placements with Cheshire East.</p>	<p>October 2018</p>	<p>Head of school</p>	<p>D of E</p>	<p>RSM provides the opportunity for children to receive shorter term intense early intervention opportunities that enable them to spend less of their education in a highly resourced provision.</p>

<p>Raise standards by improving assessment & data analysis, to inform target setting to demonstrate progress</p> <p>Article 29</p> <p>Article 12</p> <p>Article 13</p> <p>Article 14</p>	<p>Teachers will carry out the following baseline assessments at the end of a key stage or for new students:</p> <p>MSI pupils are assessed using the Victoria School Curriculum.</p> <p>ASC pupils are assessed using the AET assessment.</p> <p>PMLD pupils are assessed using the IMPACTs assessment.</p> <p>Engagement profile and scale capture levels of engagement and progress in learning in sessions.</p> <p>Revised recording format provides improved focus and evidence of progress towards MTG and LTG. Restrict the number of targets that are set to 10</p> <p>Set clear cut off dates for data collection</p> <p>Capture when children have mastered something within the daily assessment, rather than showing the number of opportunities that were provided.</p> <p>Prioritise long term goals to ensure the journey is meaningful</p>	<p>Ongoing throughout the year</p>	<p>Senior teachers</p>	<p>Head of school</p>	<p>Improved assessment processes result in the improved achievement of goals set. 85% of MTG and LTG achieved.</p>
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	Review lesson evaluation recording qualitative information to help teachers plan effectively. This will help the school to continually review the relevance of provision.				
Review summative assessment in line with revised statutory assessment.	Teachers must use the interim standards to make statutory teacher assessment judgements for pupils who are working below the standard of national curriculum assessments and above P scale 4. From next year 2019 -2020, P scales 5 to 8 will no longer be used for statutory assessment. Pupils not engaged in subject-specific study will continue to be assessed against P scales 1 to 4 in the 2018 to 2019 academic year.	Ongoing through the year	TLR Assessments	School managers EH &RB & head of school.	Improved Assessment better informs teaching.
Work experience makes best use of community opportunities and meets the preferences and interests of students Article 12 Article 13 Article 23.	Devise a career profile tool with the planning group (RCM and Condoover). Develop a promotional video of work experience as independent advice for pupils. Develop ways of engaging employers and parents (offer parents advice on employment and benefits) – careers events. Career profiling – matching skills and interests to vocational and work experience opportunities – mapping progress and informing pupils of potential work based	Winter term			By 16 all students following vocational pathway have at least 1 experience of a workplace. By 18 all students following post 16 pathway have had an additional experience.

	<p>destinations with these skills, interests and aspirations.</p> <p>Look at CDI award scheme for excellence in education</p>				
<p>Develop the careers framework so that students and families are better supported to make decisions and choices regarding future destinations and outcomes.</p> <p>Article 3 Article 23 & Article 20 -</p>	<p>Agree a staffing structure for careers across school and college to include a careers lead(s) and qualified careers advisor(s)</p> <p>Create a careers rational and share with families and add to the website. (This needs to include, how we seek to help young people aspire to a wide range of destinations including that we ask for parent contribution, student voice and destination statements to inform all).</p> <p>Appoint careers adviser to gain a qualification – (postgraduate qualification in careers guidance).</p> <p>Deliver Individual and impartial guidance and support. Link with Stockport;</p> <p>Careers adviser to link with college and outside placements to create careers opportunities and link with family services to ensure all relevant careers information disseminated.</p> <p>School to have a vocational event i.e. parents evening or work experience showcase assembly followed by parent coffee session to</p>	September 2018	Transition lead and Learner voice lead to liaise with college leads.	Head of school/college	Each student to have a clear work experience plan stating what we need to do for them to achieve their destination. Start at their aspirations and destination and work back showing a clear path.

	<p>pass on information. Family link worker and careers worker to attend.</p> <p>Training for new work experience providers on SEND</p> <p>Have a careers event for students and parents.</p> <p>Improve quality of recording in booklets.</p> <p>Collect data on the education, training and employment destination for 3 years after students leave school.</p> <p>All students to have 1 encounter a year to learn from employers about work. Enrichment activities, visiting speakers, mentoring and enterprise schemes. (this is to be separate from their work experience).</p> <p>Strong links with local employers we have provided training, we can evidence that placements have been well chosen to fit skills.</p> <p>Work placements show progression.</p> <p>By 16 all students following vocational pathway had at least 1 experience of a workplace.</p> <p>By 18 all students following post 16 pathway have had an additional experience.</p> <p>By 16 every pupil has had a meaningful encounter with a learning provider.</p>				
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	<p>We need to evidence clear progression through the school to the destination</p> <p>By the age of 16 every student has met with our careers adviser. – at the end of key stage 4 baseline a work experience plan put in place.</p>				
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2 Teaching and Learning

Objective /Intent	Action/Implementation 2018/2019	Timescale	Lead	Monitored & evaluated by	IMPACT
<p>Evaluate student achievement and identify next step for development at the end of each session more effectively.</p> <p>Article 23 Article 29</p>	<p>PSD p-level data informs areas for further development.</p> <p>PSD curriculum encompasses the careers programme.</p>	<p>From September 2018</p>	<p>Senior teachers for data analysis and Curriculum</p>	<p>Head of school</p>	<p>PSD and careers are fully embedded throughout the curriculum and students personal and social needs are well met</p>
<p>Develop a culture of self-reflection of teaching and learning amongst staff.</p> <p>Article 3 Article 23 Article 29</p>	<p>Staff to feel confident in choosing the best approach to suit the needs of their classroom –Managers demonstrate that they trust staff to make decisions.</p> <p>Staff are able to engage in enquiry and research and feel secure enough to share this with others. We promote a culture of reflection and research.</p>	<p>Ongoing</p>	<p>Senior teachers</p>	<p>Head of school</p>	<p>Staff wellbeing, confidence, flexibility and practice is improved and more able to meet the needs of children and young people.</p>

	Staff feel able to work collaboratively and contribute to building a knowledge creating school. They share good and outstanding practice with colleagues				
Develop the curriculum at 14+ to ensure a broad range of opportunities for accreditation and develop monitoring systems to evidence achievement	<p>Evidence clear pathways in the curriculum, strengthen links between curriculum areas involving work-related learning and employment skills. Have a section on the curriculum report to evidence impact on student's employment opportunities.</p> <p>Each student to have a clear work experience plan stating what we need to do for them to achieve their destination. Start at their aspirations and destination and work back showing a clear path. Continue plan 3 years after moving on.</p> <p>Careers provision is to be integrated into the whole curriculum - Add to curriculum policy.</p> <p>Consider level 1 qualification in horticulture.</p>	By April 2019	Senior teacher for curriculum & HLTA careers and transitions	Head of school	All students have a clear destination goal and are making good or better progress to achieving this goal.
Develop MSI curriculum to better meet the needs of MSI learners across school.	Working party to develop the curriculum for MSI learners to better meet their needs.	By April 2019	Lead MSI practitioner & MSI teachers.	Senior teachers & Head of school	MSI learners have better opportunity to learn functional skills in context. Teaching staff improve at planning time for learning & context of learning.

3. Personal Development Behaviour & Welfare

Objective /Intent	Action/Implementation 2018/2019	Timescale	Lead	Monitored & evaluated by	IMPACT
Develop the Spiritual, Moral, Social and cultural curriculum. Article 2 Article 36 -	Use PSD conduct as a measure to evidence reduction in behaviour	By July 2019	PHSE co-ordinator	Senior teacher Data.	Data evidences effective behaviour management strategies to improve pupil conduct.
2 cohorts of students will achieve bronze/silver DofE awards Articles 15, 23 & 31	Ongoing	Spring Term	Senior teachers		Students are challenged and overcome difficulties to succeed in this challenge.
Improve staff knowledge and skills in teaching PE Articles 24 & 31	Action plan for EFA sports grant fund to further develop staff skills and expertise and improve outcomes for pupils P-level data evidences progress made by KS2 pupils.	Sept 2018 July 2019	PE Co-ordinator	School managers EH &RB	Students make expected or better than expected progress in physical activities and experience a wider range of activities and their physical fitness and wellbeing is improved.
Staff and governors are aware of	All staff and governors receive training in new legislation - Keeping Children safe in education	Sept- Oct 2018	Head of school	DS lead	Children at Royal School Manchester are safe.

<p>Safeguarding initiatives Prevent duty and Channel General awareness. Keeping Children safe in education. Article 36</p>	<p>All staff complete safeguarding e-learning in KCSIE, FGM, CSE and Prevent 7 Chanel training</p>	<p>Within the school year</p>		<p>Training department</p>	
<p>Develop and embed outdoor learning opportunities across the curriculum.</p>	<p>The appointment of an outdoor learning teacher and investment in resources - Horticulture provides both leisure and vocational opportunities. This includes accredited learning, work experience and mini enterprise opportunities.</p> <p>Classes are using the forest school for outdoor learning in a range of subjects, positively impacting the progress and attainment.</p>	<p>September 2018</p>			<p>Impact of forest school is evident through pupil attainment, engagement and wellbeing</p>

4					
Objective /Intent	Action/Implementation 2018/2019	Timescale	Lead	Monitored & evaluated by	IMPACT
<p>Develop the governors' roles within the school.</p> <p>Articles 3 & 29</p> <p>Governors and school leaders more systematically seek the views of staff parents and local authorities</p>	<p>Arts mark governor is appointed</p> <p>Parent views – monitored by school administration,</p> <p>Local authority views requested by school admin at time of review advice being submitted.</p> <p>Staff views sought through survey and input in to school development planning.</p>	<p>Oct 2018</p>	<p>Chair of Governors</p>	<p>All RSM Governors</p>	<p>The school is more aware of stakeholders views and can ensure areas for improvement are acted on effectively</p>

<p>Develop relationships and parents/carer involvement in the school</p> <p>Article 18</p>	<p>Parents can access a student blog on sharepoint to keep up to date with information on their child.</p>		<p>Communicati on working party</p>	<p>Head of School</p>	<p>Parents are kept informed about their childs progress and have improved liaison with both their child and class teacher.</p>
<p>The school website effectively show cases the school.</p>	<p>School web-site meets Ofsted requirements and is kept up to date, interesting & informative.</p>	<p>Ongoing</p>	<p>School Managers EH &RB</p>	<p>Head of School</p>	<p>Visitors to the website have an informative window in to the school and helps them to make accurate judgements about the school provision.</p>
<p>Staff wellbeing and resilience is promoted.</p> <p>Article 3</p>	<p>Staff governor and managers promote positive attitudes within the workplace to support staff to accept and accommodate necessary change</p>		<p>Head of school</p>	<p>Staff governor and HLTA for staff wellbeing & H&S</p>	<p>Staff show they are adaptable and resilient when faced with challenge or change- they will demonstrate that they can manage change and be flexible in the best interest of the child.</p>
<p>Develop training opportunities to increase skills in Teaching and</p>	<p>Refresher training for all teachers on Individual Programmes and the curriculum – September 2018</p>	<p>Winter term</p>	<p>School Managers EH &RB</p>	<p>Head of school</p>	<p>Improved outcomes for students evident through improved attainment of learners. From September 2018</p>

<p>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.</p> <p>Articles 3, 23 & 29</p>	<p>1 HLTA to complete qualification for HLTA.</p> <p>2 HLTA's to start qualification.</p>				
	<p>1 teacher on ASC course 2nd year</p>		<p>Head of school</p>	<p>Line Manager</p>	<p>Improvement in T&L resulting in improved outcomes for learners.</p>
	<p>5 Intervenors to complete training</p>		<p>Head of school</p>	<p>Senior MSI Specialist Teacher</p>	<p>MSI learners make good or better progress.</p>
	<p>5 staff to enrol & complete ASC course</p>		<p>Head of school</p>	<p>Line managers</p>	<p>ASC learners make good or better progress</p>
	<p>3 x twilight training sessions 91 a term)</p> <p>Managers participate in monthly training.</p>		<p>Training department.</p>	<p>Head of school/ Line managers</p>	<p>Skilled staff support results in outstanding outcomes for students.</p>
<p>Enhance outreach and collaboration opportunities.</p>	<p>Action plan for National Teaching school status.</p>		<p>Head of school and MTSA</p>	<p>Director of education</p>	
<p>Raise the external profile of creative arts at RSM.</p> <p>Article 31</p>	<p>Gain Arts Mark Platinum Award.</p> <p>End of year student Arts performance/exhibition.</p> <p>Completion of labyrinth project</p> <p>Articles 23 & 29</p>	<p>July 2019</p>	<p>Art Teacher</p>	<p>Head of School</p>	<p>RSM is a recognised centre of excellence for the arts and complex needs</p>

Raise the profile of RSM by achieving the Rights Respecting School award	Achieve RRSa level 1		HLTA's & Creative arts team	Head of school	RSM becomes a rights respecting school and successfully promotes the rights of the child.
Introduce more rigour in to OTL Articles 3, 23 & 29	Local schools, LEA representatives and College tutors participate in learning walks and OTL.	3 x year	Senior teachers	Head of school	Monitoring of OTL is well moderated and judgements can be verified.

