



Amwell View School and Specialist Sports College
School Improvement Plan
2023-2024

SCHOOL CONTEXT	
Most recent Ofsted grade	Outstanding (2018)
Key Ofsted actions from last report	Middle leaders continue to play an increasingly important role in the success of the school and its pupils. One MLT promoted to SLT and Teaching staff member promoted internally to the Middle Leadership Team.
Staff turnover for the previous year	September 2022- September 2023 = 23%
Number of pupils on roll (all pupils have an EHCP)	170
Percentage of pupils on track to meet expected attainment targets	97%
Number of pupils currently not on track to meet expected attainment targets	3%
Number of pupils with English as an additional language (EAL)	17
Number of pupils receiving Pupil Premium	54
Children Looked After	0
Number of boys	108
Number of girls	61
Overall absence (2022-23)	11.3%
Persistent absence (2022-23)	34.7% (pupils with less than 90% attendance)



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Key areas to improve	1. To increase capacity 2. To improve Pupil Attendance Rates 3. To improve Recruitment and Retention Plan 4. To develop an extended Sensory Development and PMLD Curriculum 5. Develop Leadership Pathways 6. To improve communication with parents, staff and stakeholders
Key staffing areas of issue	1. Recruitment and Retention 2. Increase staffing to meet extra capacity 3. Maternity / part-time
Key performance indicators for the next 3 years	1. To increase Capacity Number of pupils on roll • 2021-2022 - 154 • 2022-2023 – 162 • 2023-2024 – 170
Key performance indications for the next 3 years	2. To improve Attendance Rates Attendance Rates • 2021-2022 – 90% • 2022-2023 – 88.7% • 2023-2024



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Key performance indicators for the next 3 years	3. To improve Recruitment and Retention Number of new starters and leavers • 2022-2023 – 25 New Starters / 28 Leavers • 2023-2024 – 4 New Starters / 6 Leavers / 1 non-starter • Staff Survey to be sent out twice a year to measure staff satisfaction
Key performance indicators for the next 3 years	4. To improve and develop the Sensory Development and PMLD Curriculum • To improve the curriculum opportunities for PMLD children across the school by supporting teachers to develop their understanding of sensory development through learning walks, observations, planning assessment checks, EHCP outcomes for pupils
Key performance indicators for the next 3 years	5. To develop Leadership Pathways To increase Leadership Team and improve clarity of leadership roles • 2022 Leadership team 2 x and 3 MLT • 2023 Leadership team of 3 x SLT and 4 MLT • Staff survey to be sent out twice a year to measure impact of Leadership • Skills Matrix for Governors to recognise skill sets and provide training to improve skills and knowledge
Key performance indicators for the next 3 years	6. To improved communication with parents, staff and stakeholders Increase number of opportunities to engage with parents, staff and stakeholders Improve quality of technologies or medium the school uses to communicate • Number of parents and pupils who attend Parents Evenings increases. • Number of regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school and where school leaders can be visible and responsive to parents increases. • Parent View encouraged and Parent Survey to be sent to parents yearly to measure impact of school communication



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OBJECTIVES FOR 2023-2024

Achievement and Progression gap issues	There are no gaps in achievement between disadvantaged pupils and their peers at this school. Leaders are fully aware of the poverty of life and cultural experience for many disadvantaged pupils in this context and have prioritised the pupil premium spend to address this 42 pupils are under a CIN plan which a representative from SLT attend and monitors.
Objective 1	To increase Capacity Half termly meetings with the LA Gatekeeper to keep the SSPS accurate and up to date. Work with DSPL Primary Outreach Lead to observe prospective pupils and communicate in a timely manner to all Consultation Requests from the LA for Amwell View School. Current Picture: • 6 new starters September 2023 (6 x Year 14 leavers in July 2023) 170 • 1 new starter September 2023 (pupil moved out of county) 170 • 1 new starter September 2023 (pupil moved to LD provision) 170 • September 2022 Intake – 3 pupils identified to replace pupils moving to alternative settings or moving out of the area. 170 • 1 new starter 18th September 2023 (because a pupil passed away) 170 • January 2024 – potential 1 pupil to start (Tribunal direction) 171 • September 2024 (6 x Year 14 leavers July 2023) 170 • September 2025 (2 x Year 14 and 1 x Year 11 leavers July 2023) 170
Objective 1	To increase Capacity Satellite Provisions and the Mainstream Model Develop a Satellite Provision and working closely with the Primary Schools who are part of the Mainstream Model. • EYFS - Arlesdene and Rye Park Nurseries • Primary - Hollybush (Hertford); Larkspur (Ware); Hillmead (Bishop's Stortford) and Flamstead End (Cheshunt)



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Objective 1	To increase Capacity Physical Environment Amwell View School: • Construction of the Front Entrance Area to improve safety by increasing the size of the air lock and waiting area for visitors. This is necessary to avoid both external doors being open at the same time and the larger space accommodates more people which is needed following the significant increase to capacity and numbers of pupil on roll. • Construction of the Front Entrance Walkway and Gates. Improve the walkway to remove raised and uneven areas, lighting and general accessibility to the main entrance. Erect a new fence, entrance gates for pupils and automated side gate for visitors to improve safety. • Design and plan a new car park layout to consider staff, transport buses, emergency vehicles and visitors. Also, consider EV charging and maximizing the space available. • Redesign kitchen to create more space to meet the demand • Redesign existing cleaners cupboard and create two additional cleaning cupboards to meet the cleaning requirements of a larger school. • Redesign the swimming pool changing rooms to better meet the needs of our pupils, consider hygiene, space, shower facilities, flooring and changing facilities with ceiling track hoisting. • Replace roof in the Early Years section of the school. This will include 6 sky lights. • Build new area to the rear of the school to replace temporary container with a more permanent storage solution this will include archives, show staging and tiered seating and other vital resources that support the running of the school. • Convert the Computer Suite into “The Hatch” which will be an on-site shop to provide opportunities for learning through role play, use of functional communication, work related learning and young enterprise. • Existing archive room to be renovated into a DSPL3 Outreach / family support worker hot desk office. Existing DSPL3 office to be repurposed for Senior Leaders.
Objective 2	To improve Pupil Attendance Rates • Create the role for an Attendance Champion position to meet with HT and discuss attendance at least weekly. In line with policy Attendance Champion liaises with Hertfordshire Attendance Officer with regards to persistent absence. • Engage with parents and improve communication and understanding of the importance of attending school. • Write and keep up to date Attendance Policy



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Objective 3	To improve Recruitment and Retention Plan - Recruit required number of Teaching Assistants to appropriately staff classrooms and curriculum areas monitor the effectiveness of recruitment and retention through the different routes currently used. Induction and support staff training improved with a senior teacher taking responsibility to lead. Induction Lead appointed from the Teaching Team to work with HR and the Admin Team to identify key areas of development and training needs. Yearly Action plan created to identify priorities and timeline. - Appoint Induction Lead to work alongside Senior Leaders and Human Resources to review the effectiveness of the current Staff Induction process. Working party established to create a Handbook to include pre-employment checks, statutory training, outline of probationary period and subsequent expectations, line management support and additional training programme. In addition to this the Induction Lead will meet with new staff on three separate occasions over the six month probationary period to support and work through the Induction Checklist. - Job specifications and expectations written for the three tier progressive pathway for TAs. Expectations of performance has been shared with teachers and will be considered and the first meeting of the performance appraisals. Teacher mentor identified for H5 TAs to support their development when leading aspects of the curriculum. - Performance Appraisal process to support staff wellbeing, motivation and development. - Staff Survey has been reviewed and updated alongside HR Governor. Survey will be sent twice a year and governors will take a lead role when analysing the results and subsequent actions and responses.
Objective 4	To improve and develop the Sensory Development and PMLD Curriculum - Review of PMLD Curriculum following the extension and improvements to the PMLD Classroom. - Sensory Development Lead to mentor the identified teacher studying an Advanced Diploma in MSI (Joint Sensory Development Lead). - Action Plan created to consider how subject leads will identify key development points for staff training, the cohort of PMLD pupils, the increase in sensory development subject leads and the intent, implementation and impact of sensory development across the school. - Update subject page on website with new content including a video of sensory development/PMLD within Amwell View School.



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Objective 5	To develop Leadership Pathways • Use key performance indicators and the appraisal process to identify future leaders. Identify key development areas and support growth through training, mentorship and opportunities to take responsibility for areas of school improvement. • Following the introduction of a new Senior Leader and a three tier senior leadership structure. Develop transparency around the roles and the responsibilities of the Headteacher, Deputy Head and Senior Leader role. • Mentor new Middle Leader to support the development of knowledge, skills and their ability to reflect and identify priority areas for development within the curriculum, team members, structure and personal development. • Regional networks have been established for EYFS and Post16, PE and Music and will be used to share and gain knowledge to develop the quality of education within Amwell View School, Hertfordshire and beyond. Use the developing links through working with Tes (ITT) and Chiltern Education (Regional Hub for ECF). • Links created with two mainstream EYFS providers and four primary mainstream schools to develop inclusive practice within a mainstream setting. Headteacher has met with school leaders to discuss the model and how Amwell View will provide Inreach/Outreach and training. The four Middle Leaders have been assigned to lead and coordinate the Outreach/Inreach to support their identified primary mainstream school. The EYFS Lead will support mainstream EYFS settings through the ongoing network group. Headteacher and Senior Leader to oversee this model and link strategically with Hertfordshire.
Objective 6	Improve Communication with parents, staff and stakeholders • Encourage parents and pupils to attend Parents Evenings to engage in informal discussions and identify key community partners for parents to liaise with. Identify areas of strength and development through feedback from parents. • Analyse and action key points from Parent and Staff Surveys, Ofsted Parent View, ongoing feedback to events and regular communication. Create regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school. Senior Leaders to be visible and responsive to parents. • Communication with parents and staff remains effective using Arbor App and Tapestry App. • Senior teacher now responsible for After School Clubs and parent liaison. • Website is up-to-date and maintained with current key areas promoted to increase parent and pupil engagement



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QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION (JULY 2024)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To develop an extended sensory development and PMLD curriculum.	Review of PMLD Curriculum following the extension and improvements to the PMLD Classroom.	Following review, draft curriculum underway – due to be completed ready for Teacher Twilight delivery in April 2025	Sensory Development Leads	July 2024	£7080 (Advanced Diploma)	4
	Sensory Development Lead to mentor the identified teacher studying an Advanced Diploma in MSI (Joint Sensory Development Lead).	As actioned	Sensory Development Lead Mentor	June 2024	Leadership and professional time	4
	Action Plan created to consider how subject leads will identify key development points for staff training, the cohort of PMLD pupils, the increase in sensory development subject leads and the intent, implementation and impact of sensory development across the school.	Subject leads met with MLT and SLT to share their action plan and secure support as follows: when undertaking formal observations and mentoring, signposting teachers to observe good practice in certain lessons/classes/activities; attending CPD opportunities e.g. "Sensory Make and Cake" sessions.	Sensory Development Leads / MLT / SLT	September 2023	Leadership and professional time	4
	Update subject page on website with new content including a video of sensory development/PMLD within Amwell View School.	As actioned	Sensory Development Leads	September 2023	Leadership and professional time	4



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BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION (JULY 2024)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To improve pupil Attendance Rates.	Create the role for an Attendance Champion position to meet with HT and discuss attendance at least weekly. In line with policy Attendance Champion liaises with Hertfordshire Attendance Officer with regards to persistent absence.	AK appointed Attendance Champion. - Meets HT weekly to monitor attendance - Write's Report for FGB - Liaises with Hertfordshire Attendance Officer when threshold for unauthorized absence is reached.	Attendance Champion / HT	September 2023	Leadership and professional time	5
	Engage with parents and improve communication and understanding of the importance of attending school.	- Communicates all Key Updates to parents effectively. - Checks Registration codes to ensure that attendance notifications are being sent correctly through Arbor. - First contact for parents and staff around attendance questions or concerns. - Organises meetings with parents and appropriate professionals when attendance is below expectation.	Attendance Champion	July 2024	Leadership and professional time	5
	Write and keep up to date Attendance Policy	- Reviews Attendance Policy and attends all Statutory Training and Updates - Sends updates to all staff around attendance e.g. holiday requests, registration codes.	SBM / Attendance Champions / HT	September 2023	Leadership and professional time	5



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PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION (JULY 2024)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Review and identify key areas for curriculum development to further support pupil engagement and progress.	Create an on-site shop 'The Hatch' to provide a resource to encourage the use of functional communication, role play and real life experience.	- Built January 2024 - Teachers have embraced the use of the facility and plan a variety of lessons that revolve around The Hatch, such as, Book Exchange; Sports Drinks; Ice Creams; Slime; Sensory Week; Toasted Sandwiches; Jewellery; Mobiles. All of these experiences have been shared with other classrooms and encouraged the use of functional communication and positive interactions between children.	Headteacher	March 2024	Circa £5k	6
	Develop the use of the Booster Room. Utilise the larger space for planned group and individual learning activities, assessments and team teaching	- Senior Leader committed half-day to deliver Booster Sessions for identified pupils and liaised with class teacher to ensure outcomes are appropriately challenging. - We have encouraged the use of the Booster Room through small group work, team teaching, IT through use of laptops.	SLT	October 2023	Leadership and professional time	6
	Creating greater learning opportunities within the wider community – EYFS and Post 16 Satellite Provision.	- Classes have utilized the local community and have been further supported by the Community Classroom which offers a safe environment to visit in the village. - We have continued to extend our Network of off-site visit venues, links with businesses and the development of subject leads has provided better sign posting.	EYFS Leads / Post 16 Leads	July 2024	Leadership and professional time	6



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EARLY YEARS FOUNDATION STAGE

TARGET	ACTIONS	EVALUATION (JULY 2023)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Develop a network of inspirational EYFS providers in mainstream schools.	EYFS Lead to work closely with MLT / SLT to devise an Action Plan	Senior Leader worked closely with the EYFS Teacher (who covered EYFS Lead role during mat leave) to write the Action Plan for the Academic Year. She highlighted clear priorities that needed to be actioned in order to improve the delivery of the EYFS Curriculum along with the developments to the EYFS Learning Environment.	EYFS Lead / MLT / SLT	September 2023	Leadership and professional time	7
Develop a satellite provision to increase capacity and help reduce the waiting list for specialist placements.	EYFS Lead to influence provision and developments across the county through attending the county EYFS Network group and coordinating the Amwell View School EYFS Network for the East of the county.	- EYFS Lead joined Hertfordshire EYFS Network Group which did not support the development of SEN knowledge and practice. The agenda focused on Ofsted, staffing and general logistical difficulties. - EYFS Lead set up Network Group consisting of local mainstream nurseries, pre-schools and primary schools in the DSPL3 and DSPL4 area. The network group meets termly and supports settings to gain valuable knowledge and strategies to meet the needs of pupils with additional needs within their setting.	EYFS Lead	July 2024	Leadership and professional time	7
	- Support Arlesdene and Rye Park Nurseries to continue to develop practice and provision for children with SEN. Use excellent mainstream practice as a model to encourage mainstream schools to use a similar approach. - EYFS Lead to contribute to the proposed satellite provision by working closely with the Head of Arlesdene, Amwell View and the LA.	- Arlesdene have opened another Rainbow Room and officially become a satellite of Amwell View School. - Arlesdene HT has joined the Amwell View FGB. - Terms and Reference, Parent Agreement, Financial Package and package of support has been agreed. - Consultations with parents have happened and places agreed. - Rye Park works closely with Amwell View and Arlesdene and have identified a pupil to attend the satellite provision from Jan 25.	EYFS Lead / MLT / SLT	July 2024	Leadership and professional time	7



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POST 16

TARGET	ACTIONS	EVALUATION (JULY 2023)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
Expand curriculum links for the Post 16 pupils	- To extend the range of offsite visits for pupils in Post 16 through visits in the community and workshops run by providers at school. - Post 16 pupils to support the use of the Charity Shop on a more regular basis to further their visibility in the community and develop their social and independence skills outside of the school environment.	We have seen an increase in the number of Careers related experiences for all pupils between year 7 and 14. More classes went on offsite visits across the school, than the previous year. This has also resulted in an increase in our Compass scores against Gatsby Benchmarks 5 & 6. Community Classroom has continued to be active in the community. Maintaining and expanding our contacts with local businesses. Younger classes also came down to do workshops with the Community Classroom, doing activities with wreath making and table setting decorations at Christmas.	Post 16 Leads	July 2024	Leadership and professional time	8
Improve parental engagement	- To invite social care providers to school events (e.g. parents evening, transition morning) to engage parents in potential opportunities for the present and future. - Yr11 Transition Event to prepare parents who have a child who is moving into Post 16	- Community classroom hosted local businesses and social care providers for a workshop on wreath making with the children. - Local providers also attended both our Autumn Parents Evening and Summer Year 11 Transition Workshop. Parents were able to speak to them and take away leaflets and information packs for both colleges and social care providers, as well as find out more about the local offer. The Year 11 Transition Workshop was also a great success. We had previous parents as guest speakers attend and we have since heard that several parents have got in contact with the previous parents to meet up and talk more about the future. Parents also heard from one of our local service providers, Mudlarks, who presented and answer questions about how the fifth day works post school and the funding linked to that.	Post 16 Leads	July 2024	Leadership and professional time	8



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LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION (JULY 2023)	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REF
To increase capacity.	Termly meetings with the LA to keep the SSPS accurate and up to date. Work with DSPL Primary Outreach Lead to observe prospective pupils and communicate in a timely manner to all Consultation Requests from the LA for Amwell View School. Current Picture: 6 new starters September 2023 (6 x Year 14 leavers in July 2023) 170 1 new starter September 2023 (pupil moved out of county) 170 1 new starter September 2023 (pupil moved to LD provision) 170 - September 2022 Intake – 3 pupils identified to replace pupils moving to alternative settings or moving out of the area. 170 1 new starter 18th September 2023 (because a pupil passed away) 170 - January 2024 – potential 1 pupil to start (Tribunal direction) 171 - September 2024 (6 x Year 14 leavers July 2023) 170 - September 2025 (2 x Year 14 and 1 x Year 11 leavers July 2023) 170	4 more places agreed (Arlesdene Satellite September 2024) 10 places agreed Jan 2025 (Tonwell). - Further 22 places agreed September 2025 (Tonwell) - Proposed 100 places Buntingford January 2028. Working with the LA we are managing unprecedented numbers of Consultations, Tribunals and are currently supporting the placements of children who have been waiting the longest in the East of the county including the SSPS of Greenside and Lakeside schools.	HT / SBM	July 2024	Leadership and professional time	9



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To increase capacity.	Satellite Provisions and the Mainstream Model - Develop a Satellite Provision and working closely with the Primary Schools who are part of the Mainstream Model. - EYFS - Arlesdene and Rye Park Nurseries - Primary - Hollybush (Hertford); Larkspur (Ware); Hillmead (Bishop's Stortford) and Flamstead End (Cheshunt)	As above for satellite provision intake. Mainstream Network continues to expand, meeting regularly and now including a large number of SENCOs from across the county.	HT / SLT / MLT	July 2024	Leadership time	9
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To improve Recruitment and Retention plan.	- Recruit required number of Teaching Assistants to appropriately staff classrooms and curriculum areas monitor the effectiveness of recruitment and retention through the different routes currently used. Induction and support staff training improved with a senior teacher taking responsibility to lead. Induction Lead appointed from the Teaching Team to work with HR and the Admin Team to identify key areas of development and training needs. Yearly Action plan created to identify priorities and timeline. - Appoint Induction Lead to work alongside Senior Leaders and Human Resources to review the effectiveness of the current Staff Induction process. Working party established to create a Handbook to include pre-employment checks, statutory training, outline of probationary period and subsequent expectations, line management support and additional training programme. In addition to this the Induction Lead will meet with new staff on three separate occasions over the six month probationary period to support and work through the Induction Checklist. - Job specifications and expectations written for the three tier progressive pathway for TAs. Expectations of performance has been shared with teachers and will be considered and the first meeting of the performance appraisals. Teacher mentor identified for H5 TAs to support their development when leading aspects of the curriculum. - Performance Appraisal process to support staff wellbeing, motivation and development. - Staff Survey has been reviewed and updated alongside HR Governor. Survey will be sent twice a year and governors will take a lead role when analysing the results and subsequent actions and responses.	- Fully staffed as of September 2024. - Primary Outreach Teacher to work with HR and Middle Leader to ensure all staff receive key information and training to support their probationary period. - Job specs and communicated to all staff. - Performance Appraisals held by Line Managers and recorded on Arbor system. - Staff Survey send out twice a year (March and October) and analysed by the Governors.	HT / SLT / SBM / HR / HR Governor / Induction Lead and Teaching Team	July 2024	Leadership and professional time	9
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To develop Leadership pathways.	• Use key performance indicators and the appraisal process to identify future leaders. Identify key development areas and support growth through training, mentorship and opportunities to take responsibility for areas of school improvement. • Following the introduction of a new Senior Leader and a three tier senior leadership structure. Develop transparency around the roles and the responsibilities of the Headteacher, Deputy Head and Senior Leader role. • Mentor new Middle Leader to support the development of knowledge, skills and their ability to reflect and identify priority areas for development within the curriculum, team members, structure and personal development. • Regional networks have been established for EYFS and Post16, PE and Music and will be used to share and gain knowledge to develop the quality of education within Amwell View School, Hertfordshire and beyond. Use the developing links through working with Tes (ITT) and Chiltern Education (Regional Hub for ECF). • Links created with two mainstream EYFS providers and four primary mainstream schools to develop inclusive practice within a mainstream setting. Headteacher has met with school leaders to discuss the model and how Amwell View will provide Inreach/Outreach and training. The four Middle Leaders have been assigned to lead and coordinate the Outreach/Inreach to support their identified primary mainstream school. The EYFS Lead will support mainstream EYFS settings through the ongoing network group. Headteacher and Senior Leader to oversee this model and link strategically with Hertfordshire.	• KPI's in place. Use of SSAT NPQ Dr. Emma Kell and Dr. Zachary Walker alongside professional dialogue. • SLT performance appraisal adjusted to use a similar format to HT appraisal and involved the COG (focus on whole school development/ SIP). • Achieved and pay grades adjusted. • Achieved, mainstream network continues to grow and school remains regional hub for ECF. • Achieved, satellite established in Arlesdene nursery.	HT / SLT / MLT	July 2024	Leadership time	9
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To improve communication with parents, staff and stakeholders.	• Encourage parents and pupils to attend Parents Evenings to engage in informal discussions and identify key community partners for parents to liaise with. Identify areas of strength and development through feedback from parents. • Analyse and action key points from Parent and Staff Surveys, Ofsted Parent View, ongoing feedback to events and regular communication. Create regular opportunities for face to face parent discussions through events, achievement assemblies, observations of lessons, open days and those parents who bring their children to school. Senior Leaders to be visible and responsive to parents. • Communication with parents and staff remains effective using Arbor App and Tapestry App. • Senior teacher now responsible for After School Clubs and parent liaison. • Website is up-to-date and maintained with current key areas promoted to increase parent and pupil engagement	• Parent involvement and take up has significantly improved and now include fundraising events. • COG analysed staff survey and fed back and actioned to the FGB. Governors attending breakfast briefing and events to encourage direct feedback from staff. • Achieved, introduction of Instagram has been received positively by the majority of parents. • Achieved, staff member has clearly defined role around community cohesion. • Achieved, all admin staff and teachers are responsible for the website content and ensuring it is up to date.	HT/ SLT / MLT Network Mgr / SBM / Bursar / Office staff / Teaching Staff	July 2024	Leadership and professional time	9
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