

Ellesmere College Development Plan 2021-22

Quality of Education
Quality of Education Priority 1: To improve the environment on all 3 sites ensuring its appropriateness for learners and enhancing its contributions to learning (including NAS Autism Friendly Status for Knighton Fields)
Quality of Education Priority 2: To ensure a high level of challenge is built into the ethos of learning at Ellesmere through improved use of data to inform planning and understanding of the 'learning journey'
Quality of Education Priority 3: To achieve 100% lesson observations meeting all teacher standards, including the use of evidence-informed research
Quality of Education Priority 4: To ensure an appropriate recovery curriculum is in place, learning gaps are identified, and addressed, and impact is evaluated.
Quality of Education Priority 5: Continue to develop communication and reading skills across the range of students
Behaviour and Attitudes
Behaviour and Attitudes Priority 1: To embed and improve attendance processes to maintain 93%
Behaviour and Attitudes Priority 2: To embed and evaluate the processes for parents to contribute to EHCP evidence.
Behaviour and Attitudes Priority 3: To engage the student council to review and update the behaviour policy and procedures as part of their annual schedule.
Personal Development
Personal Development Priority 1: To further develop our interventions offer including Thrive project, school therapy dog, better evaluation of impact and improved link between interventions and attendance.
Personal Development Priority 2: Redevelop the club offer (post Covid) in and out of school hours for pupils, families and the local community.
Personal Development Priority 3: To complete and review the mental health action plan, ensuring the majority of staff are mental health first aiders and review the impact.
Personal Development Priority 4: Ensure explicit teaching of fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance including an annual celebration of diversity, supported by student/parent/governor forum.
Leadership and Management
Leadership and Management Priority 1: To ensure systematic approaches are in place for greater engagement with stakeholders (parents & governors) including annual governors schedule, student/parent/governor forums, updated website to incorporate the 3 sites and a more structured approach to Weduc.
Leadership and Management Priority 2: Increased CPD offer for all staff including governors through an annual schedule and commitment statement with enhanced research-informed elements including action research.
Leadership and Management Priority 3: To embed and further develop the existing staff wellbeing strategy.

16-19 Study Programmes
16-19 Study Programmes Priority 1: To improve attendance to 93% in line with the rest of the college.
16-19 Study Programmes Priority 2: Reinstate and develop (post-Covid) opportunities for work placements, business links, enterprise and supported internships.
16-19 Study Programmes Priority 3: Develop, review and evaluate a bespoke range of interventions for Post-16 to support mental health, attendance and preparation for adulthood.
Early Years
Early Years Priority 1: To embed the use of learning journeys with parental input.
Early Years Priority 2: Develop the EYFS curriculum with the recruitment of a new EYFS lead teacher.
Early Years Priority 3: Develop an appropriate set of assessment statements to track progress against updated Development Matters guidance, to ensure best possible outcomes for all students
Early Years Priority 4: Develop parental understanding of needs through training and workshops (e.g. Early Bird, Makaton)

Quality of Education Priority 1: To improve the environment on all 3 sites ensuring its appropriateness for learners and enhancing its contributions to learning.		Lead: Steph Beale/Ange Smith	Governor: Martin Bell
Rationale	Inspired by the research of Reggio Emilio environment is thought to be integral to teaching or ‘the third teacher’ The environment plays a central role in making the learning meaningful. Children learn through interactions with each other and with the environment around them.		
Intended impact	The environment on all three sites will be appropriate and relevant and will enhance learning experiences at all levels.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Be registered and working towards the NAS Autism Friendly Schools	LR	SB	Register for NAS Autism Friendly status.	March 22	Registration fee			
	LR	SB	Start to build portfolio of evidence for assessment.					

Status at Knighton Fields.	LR	SB	Create action plan to work towards meeting standards.	July 22				
	LR	AS	Train an additional AET trainer and register with AET East midlands hub for delivery. (through LCI team)	Dec 21	CPD costs			
	LR	AS	Cascade AET Good Autism Practice throughout KFC	Dec 21				
Develop learning environment including immersive therapy/learning rooms on main site and Knighton Fields.	KD/LR	SB	Visit West Oaks Academy (Leeds) to see the work they have done on 'Environment as the third teacher'	March 22	Travel expenses			
	KD	SB	Develop immersive curriculum in primary through recruitment of 'Creative Curriculum lead'.	July 21				
	KD	SB	Develop immersive curriculum space in primary.	March 22				
	ST	SB	Develop immersive therapy room at Knighton Fields	Oct 21				
	KD/LR	SB	Following visit to West Oaks, create an action plan to improve our learning environment in relation to the curriculum.	July 22				
	GJ	AS	Through the Attenborough Arts project, GJ to attend sensory atelier/Regio Emilio training in Italy.	March 22				
	GJ	AS	GJ to create an action plan for school and cascade learning through whole school CPD.	July 22				



Quality of Education Priority 2: To ensure a high level of challenge is built into the ethos of learning at Ellesmere through improved use of data to inform planning and understanding of the 'learning journey'		Lead: Ange Smith		Governor: Martin Bell	
Rationale	All children deserve to be challenged to reach their full potential irrelevant of their starting points.				
Intended impact	Lesson observation data will show higher levels of challenge across all ages/curriculum areas.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
All teachers have a deep understanding of using assessment data to inform planning. This will result in greater progress of all students.	AS	SB	Ensure assessment statements are updated on Classroom Monitor, in line with 2020/21 review and with cross referencing to SCERTS.	Oct 21				
	AS	SB	CPD for lead teachers on using data to inform long and medium-term planning.	Nov 21				
	AS	SB	CPD for teaching staff on using data to inform short term planning.	Dec 21				
	AS	SB	Update lesson observation feedback to include discussion around how data has informed the lesson plan.	Oct 21				
All teachers have a deep understanding of the 'learning journey'	HOCs	AS	Long- and medium-term plans are quality assured to ensure progress is clear	Oct 21 and ongoing				
	HOCs	AS	Lead Teachers work collaboratively to ensure opportunities for students to make progress are embedded	March 22				

			within and across all areas of learning					
	AS	SB	CPD for teaching staff on understanding the 'learning journey'	Dec 21				
	AS	SB	CPD for governors on the use of data	Dec 21				

Quality of Education Priority 3: To achieve 100% lesson observations meeting all teacher standards, including the use of evidence-informed research				Lead: Ange Smith	Governor: Martin Bell
Rationale	We believe in risk-taking and seeking up to date research to inform planning of teaching and learning.				
Intended impact	Teachers are brave enough to take risks and buy into a research-based ethos.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
All teachers take part in research-informed CPD. Students have access to lessons based on up to date research which will show higher quality of teaching and learning.	AS	SB	Introductory session on research-informed practice delivered to Primary, KFC-based and new staff	Sept 21				
	AS	SB	Use QA reports from 2020/21 to identifying relevant emerging T&L issues for appraisal objectives	Sept 21				
	AS	SB	Appraisal objectives linked to research-based professional development	Sept 21				
	AS	SB	All staff to have access to relevant evidence-informed CPD book or relevant research	Oct 21				

	HOCs	AS	Regular 'book club' sessions to be incorporated into calendar to allow review and refinement of research. (Open up to TAs – optional)	Ongoing				
	AS	SB	All members of SLT to read Great Teaching Toolkit Evidence Review (June 2020) and EEF Teaching and Learning Toolkit findings	Oct 21				
	HOCs	AS	Create site-specific 2-year action plan for CPD based on Great Teaching Toolkit Evidence Review (June 2020), EEF Teaching and Learning Toolkit and QA outcomes	Oct 21				
Teaching assistants are used effectively to support students, underpinned by an understanding of their role and appropriate training	HOCs	AS	Complete 'Making best use of teaching assistants' online course	Sept 21				
	AS	SB	Establish TA Development group across sites	Oct 21				
	AS	SB	Complete self-assessment using EEF's recommendations	Oct 21				
	AS	SB	Create action plan for moving project forward	Nov 21				
	AS	SB	Create TA policy, following EEF recommendations and findings from project	March 22				
	RT/AS	SB	Develop TA induction and ongoing package	April 22				

Quality of Education Priority 4: To ensure an appropriate recovery curriculum is in place, learning gaps are identified, and addressed, and impact is evaluated.		Lead: Ange Smith	Governor: Martin Bell
Rationale	The long-term impact of Covid-19 and the ensuing school closures will still be felt in the 2021/22 academic year. Students have missed months of face-to-face teaching and may have gaps in their understanding or knowledge, both academically and socially.		
Intended impact	Students are provided with every opportunity to meet or exceed academic expectations and build on their social-emotional skills. Any student that misses school due to Covid-19 will be provided with appropriately challenging work and support from school via daily Teams sessions with a member of staff.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Long- and medium-term plans reflect opportunities to revisit any identified 'gaps' in learning Less than 15% of students identified as significantly below in English and Maths by end of year	Lead Teachers	HOCs	Long- and medium-term plans are reviewed in light of 2020/21 assessment and on-going assessment throughout 2021/22	Ongoing – half-termly				
	KMK	SC	English and Maths interventions in place for any student identified as 'significantly below' via teacher referral or assessment information	Ongoing				
	LG/HC	SC	Students in GCSE classes are offered additional tutoring to mitigate for lost learning time in previous year	Sept 21				
	LG	AS	All students will continue to be provided with reading books/magazines for home	Sept-Nov 21	Book club funded through PPG.			

Reduce gaps in learning for students returning to school after a Covid-related absence	HOCs	AS	Further home learning packs to be developed that link directly to theme or focus for half term	Ongoing				
	RT	SB	System in place that links attendance to providing home learning support	Ongoing				
	HOCs	AS	Learning and behaviour mentors provide daily support to any student absent for Covid-related reasons	Ongoing				

Quality of Education Priority 5: Continue to develop communication and reading skills across the range of students		Lead: Ange Smith		Governor: Mahjabeen Gangat	
Rationale	We believe that communication and reading are key to accessing learning				
Intended impact	Staff are more confident in supporting communication and reading, leading to students who are able to use a range of communication strategies to demonstrate understanding.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Staff use appropriate communication strategies for all students	KD	HOCs	All (appropriate) students assessed using 'Language for Thinking' and receptive communication levels understood and utilised by staff	Nov 21				
	KD	AS	CPD on 'Language for Thinking' for staff at main site and the Rowans	Oct 21				

	LR/KD	AS	CPD for identified staff on using PECs to support communication	Jan 22				
	KD	AS	CPD on Colourful Semantics for KS2/KS3/KS4 staff on main site	March 22				
	KD	AS	CPD session on making better use of Widgit Symwriter	March 22				
	KD/RH	AS	CPD session on making better use of Communicate in Print for Primary/KFC/High Needs staff	June 22				
	LR	AS	CPD on SCERTS (SC – Social Communication) for Knighton Fields teaching staff.	Sept – Oct 21				
Curriculum and timetable for Knighton Fields to be based around a multi-disciplinary, sensory approach to learning that focuses on communication Our most complex students are able to develop their social communication and attention skills	KD/LR	AS	All Primary and Knighton Fields teachers to attend Attention Autism training (Stages 1-3)	Aug-Nov 21				
	LR	AS	Flexible timetable model in place for Knighton Fields site	Aug/Sept 21				
	LR	AS	Curriculum review to take place to ensure appropriate approaches are embedded within planning for Knighton Fields site	Oct/Nov 21				
	LR	AS	New long- and medium-term plans in place for Knighton Fields site	July 22				
	LR	AS	Identified member of staff to attend SCERTS training to further inform future developments	June 22				

Students meet or exceed expectations in reading	AR/LG	AS	Training on accurate baselining for all main site and Rowans TAs	August 21				
	AR/LG	AS	Training on phonics approaches for Primary and KS3 teaching staff	Oct '21				
	AR/LG	AS	Clear system in place for tracking progress in reading through banded system	Oct '21				
	LG/AR	AS	Training provided to develop appropriate use of reading time across each site	Oct '21				

Behaviour and Attitudes Priority 1: To embed and improve attendance processes to achieve 93%			Staff: Rebecca Tobitt	Governor: Julia Bates
Rationale	Through the academic year 20-21 we were way ahead of the national average. On March 25 th it was 82% for state funded special schools. On that date we were on 92%. However, we still thrive to reach 93%.			
Intended impact	93% attendance across the whole college including Post-16.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
93% attendance across the whole college including Post-16.	NS	KMK/RT	Pilot a 'school dog' attendance strategy.	Oct 2021	School dog Level 3 intervention TA			
	KMK	RT	Evaluate the school dog pilot.	Dec 2021	School dog Level 3 intervention TA			
	KMK	RT	If successful roll out to more students.	Ongoing from Jan 2022	School dog Level 3 intervention TA			

	RT	SB	Embed process of monitoring attendance across all sites	Ongoing				
	RT	SB	Reintroduce attendance rewards	Ongoing	Rewards budget			

Behaviour and Attitudes Priority 2: To embed and evaluate the processes for parents to contribute to EHCP evidence.				Staff: Rebecca Tobitt	Governor: Joe Crofton
Rationale	We fully believe that strong partnerships with parents are key to student success. One way we strive to achieve this is through students' EHCPs. In 20-21 we piloted a programme called 'Evidence Me' through which parents can share evidence towards EHCP targets. We wish to embed this and make it so that all parents contribute.				
Intended impact	95% of students' EHCP learning journeys are a shared resource between school and home.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
95% of students' EHCPs have evidence from both home and school making the annual review process a shared experience.	MD/SK	RT	Introduce the process to staff through staff training using WeDuc homework programme.	Sept 21	WeDuc			
	MD/SK	RT	Inform and offer training to parents	Sept 21				
	MD/SK	RT	Complete sessions for parents	Oct 21				
	MD/SK	RT	Monitor parental engagement through the QA process	Ongoing				
	MD/SK	RT	Support staff who are highlighted from the QA	Ongoing				
	MD/SK	RT	Evaluate parental contribution through QA process.	March 22				

Behaviour and Attitudes Priority 3: To engage the student council to review and update the behaviour policy and procedures as part of their annual schedule.		Staff: Rebecca Tobitt/Kirsten Davies	Governor: Franki Williams
Rationale	For student voice to be heard and impact on policy and practice.		
Intended impact	Students will have a real say in the behaviour policy and will be able to see in real terms how their suggestions have impacted change.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Students 'buy into' a behaviour policy that they have helped to update.	RT	SB	Develop a child friendly version of the behaviour policy	Sept 21				
	KD	RT	Student council to review behaviour policy as part of their annual schedule.	Sept 21				
	RT	SB	Behaviour policy to be shared and reviewed with governor/parent/student forum.	Oct 21				
	KD	RT	Suggestions to be fed back to SLT and acted upon where possible to update policy and practice.	Oct 21				
	HOCs	RT	Clear rewards set for each keystage/site.	Nov 21				

Personal Development Priority 1: To further develop our interventions offer including Thrive project, school therapy dog, better evaluation of impact, improved link between interventions and attendance and workshops for parents.	Staff: Kirsty Matthews-Kirk	Governor: Joe Crofton
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Rationale	Our intervention programme is broad and varied. To improve we really need to evaluate impact. The Thrive programme has the tools to do this.			
Intended impact	We will be able to show impact of a wide range of interventions through Thrive assessments, behaviour logs and attendance data.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Thrive will be embedded at secondary and impact will be measured across all interventions.	KMK	RT	Embed Thrive Programme for secondary through completion of the Thrive action plan.	Dec 21				
	KMK	RT	Develop through Thrive and other methods (at primary) a secure method to evaluate interventions and show impact.	Dec 21				
A large number of students will benefit from the introduction of a therapy dog.	NS	KMK	Broaden the intervention programme through specific dog therapies, certified through Canine Assisted Learning.	Dec 21				
	NS	KMK	Pilot school dog based attendance scheme – see behaviour and attitudes priority 1.	Dec 21				
High quality bespoke programmes of interventions are in place across the three sites with a high level of	RH/ KMK/	RT	Review the needs of students with regards to interventions on each site. (specific focus on primary and secondary separately on the main site)	Dec 21				
	RH/ KMK/	RT	Create a bespoke intervention programme for each site with a	Dec 21				

student access including LAC and FSM.			consistent method of measuring progress.					
	AS	SB	Ensure up to date training for intervention team working across sites. Include guided research as part of CPD calendar.	Ongoing				
	HOCs	SB	Intervention team to plan and deliver a series of parent workshops to share strategies used at school.	Spring term				
	RH/KMK/?	HOCs	Use weduc to support regular communication between intervention team and parents.	Sept 21				
	HOCs	SB	Regular opportunities for the intervention teams to meet across sites.	Half termly				
Parents have access to a range of relevant workshops to help support their child.	HOCs	SB	Annual programme of parental workshops led by a range of staff and external speakers.	Schedule in place by Oct 21				

Personal Development Priority 2: Redevelop the club offer (post Covid) in and out of school hours for pupils, families and the local community reinstating our role as a sports hub.		Staff: Mark Botterill/ Simon Coopey	Governor: Steve White
Rationale	Pre-Covid we had made developments to the curriculum club offer and we had a large network of community groups using our building. This has all dwindled due to Covid and we're keen to get back up and running again.		
Intended impact	A wider range of opportunities for students of all ages and abilities, their families and the local community.		



	Hit a problem	Not due to start yet	On course	Completed
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Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Curriculum clubs are broad and varied offering choice and enabling students to enhance skills and develop talents.	MB	SC	Friday clubs are reinstated offering a wide range of choice for students.	Oct 21				
	MB	SC	Club offer is informed by student council with regular evaluations and updates.	June 21 ongoing				
There are extended extra-curricular club opportunities for students and their families.	SC	SB	A timetable of after school clubs is in place for the whole year so that parents can plan in advance. This will include a range of sports and other activities including a family fitness club.	End of Sept 21				
The main Ellesmere site has a renewed schedule of community users, making use of the	MB	SC	Community use of the main building is reinstated and a full programme of usage supported.	Sept 21				

fantastic facilities.								
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Personal Development Priority 3: To complete and review the mental health action plan, ensuring the majority of staff are mental health first aiders and review the impact.		Staff: Rebecca Tobitt		Governor: Franki Williams	
Rationale	Mental health is integral to our school motto and ethos. The introduction of 3 mental health first-aiders has had a positive impact. We wish to extend this so the majority of staff are trained as mental health first aiders, so mental health first aid just becomes part and parcel of our standard offer.				
Intended impact	All students will have immediate access to mental health first aid should they require it.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Students have access to mental health first aid.	MD	RT	Pre-project mental health student survey.	Sept 21				
	RT	SB	Trainer training for 1 staff member.	Oct 21				
	RT	SB	Train all staff as mental health first-aiders.	Rolling programme - ongoing	Inset twilights			



Personal Development Priority 4: Ensure explicit teaching of fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance including an annual celebration of diversity, supported by student/parent/governor forum.		Staff: HOCs	Governor: Franki Williams
Rationale	Our school is situated in an extremely diverse city and our population represents a diverse range of cultural backgrounds. We feel it is important to celebrate diversity and difference.		
Intended impact	Students feel proud to be themselves.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
The formal and additional curriculums are flooded with learning related to	KD	VP/HOC	Student council to work with parents and governors on plans for a celebratory day.	Forum -April 22	Ellesmere Supporters request			
	MB	HOCs	Celebrating Diversity curriculum week across all three sites	w/c 13 th June				
	MB	HOCs	Update assembly rota to ensure all areas of fundamental British values are covered appropriately across all age groups.	Aug 21				
	PSHE Lead	RT	Review of PSHE curriculum plans to ensure fundamental British Values are covered appropriately across all age ranges.	Dec 21				
	SG	SB	At Post-16 carry out a series of sessions where students share information about their culture/religion.	Oct 21 then ongoing.				
	PSHE Lead	RT	Noticeboards are themed related to fundamental British values and diversity.	Sept and ongoing				

Leadership and Management Priority 1: To ensure systematic approaches are in place for greater engagement with stakeholders (parents & governors) including annual governors schedule, student/parent/governor forums, updated website to incorporate the 3 sites and a more structured approach to Weduc.		Staff: Steph Beale	Governor: Steve White
Rationale	Governors have a really strong presence but parental input is an area we have always found hard. Following the successful introduction of Weduc we now feel this is the time.		
Intended impact	The voices of stakeholders are integral to the school.		
	Hit a problem	Not due to start yet	On course
	Completed		

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Stakeholders' voices are represented and are integral to school planning.	SB	SW	Update annual schedule for governors to include parent/student governor forum and learning walks.	Aug 21				
	KD	HOC	Set up student/parent/governor forum and hold meetings at least twice per year.	Dec 21 then ongoing				
	RT	SB	Set up EHCP evidence on homework section of Weduc.	Oct 21				
	RT	SB	Review impact of EHCP evidence on weduc.	March 21				
	JM	SB	Update website to incorporate all three sites making it easy to navigate for parents.	End of Sept 21				
	SB	SW	Update communications plan to include a more structured approach to Weduc.	Aug 21				

	SB	SW	Update staff on communications expectations.	Aug 21				
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Leadership and Management Priority 2: Increased CPD offer for all staff including governors through an annual schedule and commitment statement with an enhanced research-informed element including action research, book club at all levels and involvement in SGP events such as Teach Meet or BrewEd and improved induction for new staff and links with other schools through SSAT Leading Edge programme			Staff: Ange Smith/Steph Beale	Governor: Martin Bell
Rationale	Sustained improvement can only be achieved through rigorous, relevant CPD for all staff.			
Intended impact	Up to date research will inform classroom practice.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress
Staff at all levels including governors will have access to up to date research-informed training.	AS	SB	Sign up to Leading Edge (SSAT)	May 2021		
	SB	SW	Audit against framework for exceptional education to inform CDP	April 21		
	SB	SW	Apply for an area of transformation through SSAT leading edge	Nov 21		
	SB	SW	Take part in a leading edge peer review.	June 22		
	SB	SW	Ofsted training for Governors	Oct 21		

	AS	SB	Annual CPD commitment schedule	Sept 21				
	AS	SB	Annual CPD schedule in place	Sept 21				
	HOCs	AS	Termly CPD briefings are informed by both evidence gained through QA processes and relevant research	Ongoing - Termly				
	AS	SB	Research-informed focus for appraisals, including book club and action research	Oct 21				
	AS	SB	Establish research group across stakeholders	Oct 21				
	AS	SB	Promote relevant TeachMeet and BrewEd events	Ongoing				
	AS	SB	Organise Special School TeachMeet to share good practice across city schools and wider	May 22				
Staff new to Ellesmere receive a high-quality induction programme, that incorporates relevant training and a CPD-needs audit	RT	SB	Review current induction process in light of developments in school and best practice taken from current research	Jan 22				

Leadership and Management Priority 3: To embed and further develop the existing staff wellbeing strategy.		Staff: Steph Beale	Governor: Joe Crofton
Rationale	Staff wellbeing has been and continues to be a priority.		
Intended impact	Continued improvements for staff wellbeing.		

	Hit a problem	Not due to start yet	On course	Completed
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Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Staff wellbeing continues to improve as evidenced through the annual survey. Annual turnover of teachers remains low. Improved staff attendance.	SB	SW	Assess our wellbeing strategy against the SSAT Excellence in Education framework.	Nov 21				
	SB	SW	Introduce TES Pulse for a structured approach to assessing wellbeing on a regular basis.	Sept 21				
	SB	SW	Develop an updated action plan for wellbeing using TES Pulse	Jan 22				
	SB	SW	Submit an SSAT leading Edge application for 'transformational practice in the area of wellbeing.	Jan 22				
	SB	SW	Undergo a review.	June 22				
	SB	SW	Sign up to the DfE staff wellbeing in education charter.	Aug 21				

16-19 Study Programmes Priority 1: To improve attendance to 93% in line with the rest of the college.		Staff: Sally Gough		Governor: Steve White	
Rationale	Post-16 attendance is historically lower than the rest of the college.				
Intended impact	Attendance will increase to at least 93%.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Post-16 attendance will reach 93% in line with the rest of the college.	SPC	SG	Bespoke range of interventions specifically designed for Post-16.	Oct 21				
	SPC	SG	Interventions triggered by poor attendance.	Sept 21				
	RT	SB	Regular meetings between RT and DF regarding attendance issues at Post-16.	Sept ongoing				
	SPC/NS	SG	Engage with therapy dog attendance pilot for one highlighted student.	Oct 21				

16-19 Study Programmes Priority 2: Reinstate and develop (post-Covid) opportunities for work placements, business links, enterprise and supported internships.			Staff: Sally Gough	Governor: Steve White
Rationale	This was going strong prior to Covid. We desperately need to get back on track with this. WRL is a vital component of our Post-16 strategy.			
Intended impact	Students will be ready to leave Ellesmere with real workplace experience.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
ALL students will take part in a real work experience	SG	SB	Gain knowledge of Project Search through other schools and contacting Project Search.	Aug 21				



and gain real workplace skills.	SG	SB	Create a Project Search Action Plan.	Nov 21				
	SB	SW	Gain support for Project Search plan with a large employer, e.g Leicester City Hospital Trust.	Nov 21				
	SB	SW	Launch Project Search	Oct 21	£10k			
	SG	SB	Reinstate supported internships working with Connexions and LCC.	Sept 21				
	SG/P4A LT	AS	Reinvent the vocational options befitting the new site.	Jan 22				
	SG	SB	Ensure ALL students take part in at least one real work experience.	June 22				
	SG	SB	Ensure ALL students take part in an enterprise project.	June 22				

16-19 Study Programmes Priority 3: Develop, review and evaluate a bespoke range of interventions for Post-16 to support mental health, attendance and preparation for adulthood.			Staff: Sally Gough & SPC		Governor: Steve White	
Rationale	With Post-16 moving to the Rowans there is an opportunity for the students to have their own bespoke interventions programme to better meet their needs.					
Intended impact	Interventions are age appropriate and focus on relevant needs such as anxiety, social communication and attendance.					
	Hit a problem	Not due to start yet	On course	Completed		



Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Interventions are relevant and impact is clearly evaluated.	SB	SW	Recruit a specialist provision coordinator for Post-16	Dec 21				
	SPC	RT	Create an action plan for developing bespoke interventions.	Jan 22				
	KMK/SG	RT	Embed Thrive Programme for secondary (including Post-16) through completion of the Thrive action plan.	Oct 21				
	SPC	SG	Work with KMK, RT and RH to ensure interventions are tracked and impact evaluated.	Dec 21				

Early Years Priority 1: To embed the use of learning journeys with parental input			Staff: KD/EYFS LT	Governor: Sally Donald-Deacon
Rationale	Parental engagement is important throughout the school but we feel involving parents early in their child's school career will be dividends later on.			
Intended impact	Parents and teachers will work together to ensure progress is maximised.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Assessment evidence will be a shared responsibility between school and home. Progress will be maximised as home learning will be acknowledged.	KD	AS	Embed the use of 'Evidence Me' with teachers and parents of EYFS classes.	Oct 21				
	EYFS LT	AS/KD	Run a support session for parents in using Evidence Me	Oct 21				
	EYFS LT	AS/KD	Evaluate the use of Evidence me across all EYFS classes.	Dec 21				

Early Years Priority 2: Develop the EYFS curriculum with the recruitment of a new EYFS lead teacher.			Staff: Kirsten Davies		Governor: Sally Donald-Deacon		
Rationale	EYFS has grown and requires such a different approach that we feel it needs to have its own team of experts.						
Intended impact	Progress at EYFS will be much improved. Confidence with planning at EYFS will be raised.						
	Hit a problem		Not due to start yet		On course		Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Planning will be relevant and appropriate, taking into account individuals' interests and skills.	SB	SW	Recruit a lead teacher for EYFS.	May 21				
	EYFS LT	KD/AS	Review all SOWs for EYFS and scrutinise how they link with the Development Matters framework.	Oct 21 & ongoing				

Therefore progress will be maximised.	EYFS LT	KD/AS	Create new SOWs for EYFS covering all elements of the framework and matching our small steps assessment.	Oct 21 & ongoing				
	EYFS LT	AS	LT undertake data training.	Dec 21				
	EYFS LT	AS	Use data to regularly check EYFS progress and report to governors.	Nov 21 & ongoing.				

Early Years Priority 3: Develop an appropriate set of assessment statements to track progress against updated Development Matters guidance, to ensure best possible outcomes for all students			Staff: Kirsten Davies	Governor: Sally Donald-Deacon
Rationale	With the new 'development matters' our assessment system needs to grow alongside. We have previously used a small steps version and will create something similar. Our version will be broken into steps, rather than age brackets to make small steps of progress easier to evidence.			
Intended impact	Small steps of progress will be evidenced and celebrated.			
	Hit a problem	Not due to start yet	On course	Completed

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
Students assessment is evidenced through small steps and the smallest of	GJ/MT	KD/AS	Develop an appropriate small steps assessment system.	Oct 21				
	GJ/MT	KD	Share system with other SEND providers in the city – eg Pindar Nursery.	Dec 21				

progress measures are celebrated.	GJ/MT	KD	Share updated assessment system with all EYFS staff and ensure all staff know how to upload evidence.	Oct 21				
	GJ/MT	KD	Share updated assessment system with parents.	Oct 21				
	KD	AS	Evaluate updated assessment system through each data point.	Ongoing				
	GJ/MT	KD	Develop a regular way of celebrating progress with parents.	Oct 21				

Early Years Priority 4: Develop parental understanding of needs through training and workshops (e.g. Early Bird, Makaton)		Staff: Kirsten Davies		Governor: Sally Donald-Deacon	
Rationale	Parental engagement is a priority throughout the school but getting it right at EYFS will help to embed it as the children move through the school.				
Intended impact	Students make better progress through solid parental engagement with their learning.				
	Hit a problem	Not due to start yet	On course	Completed	

Outcome	Lead	Monitored by	Actions	Timeline	Resources	Progress		
	KD	SC	Create an Early Bird action plan	Sept 21				



Parents feel better supported through Early Bird training and have a better understanding of their child's needs.	KD	SC	In line with the action plan carry out and evaluate a schedule of Early Bird sessions for parents.	Dec 21				
Relationships between parents and staff are strong and parents feel supported to communicate with their child using augmented communication strategies.	GJ/MT	KD	Create a schedule of communication workshops for parents of EYFS/Y1	Dec 21				
	GJ/MT	KD	Run workshops for parents	Spring 22				
	GJ/MT	KD	Evaluate workshops through a parent survey.	April 22				