



St Luke's School Action Plan 2020-2021

Action	Intended Impact/ Outcome	Lead	Priority	Review	
Quality of Education					
2	Curriculum				
2.1	Review approach to 'pathways', potentially with small group sessions in line with above, facilitated by 9 ¾	Ensures that our approach to the curriculum is in line with the latest research, and lessons learnt through our own practice	JC	3	
2.1	Introduce topic organisers, giving clarity of content to be covered, and allowing tracking across the curriculum	Establishing a programme of learning throughout the school that can show coverage, knowledge development and skills improvement – tracked to prevent unnecessary duplication.	JC	2	
2.1	Review system of monitoring interventions, to ensure impact is effectively measured.	Assessment of impact allows strategic decisions to be made regarding provision for individuals, as well as for whole-school strategy.	RA JP JC	1	
2.2	Arrange subjects into topics (KOW, CA, ICT, PE, Cooking, LBS), which are mapped out over time	Broad and balanced curriculum with relevance to the needs of the pupils in their relevant pathways.	JC	1	
2.2 9.1	Adopt SCERTS as a whole-school way of developing Social Communication and Emotional Regulation skills, in line with the Barnet model.	Clear guidance on what skills children know, what they need to do next, and how to support them to get there	JC	3	
2.2	Review of EHCP's and Pupil Profiles; how we link (or separate) the two – ensuring that EHCP's are a working document, with progress towards objectives shared through the year	Ensures that teachers have efficient access to the information in EHCP's, and are able to work on it as regularly as possible, maintaining it as a live document, thus better enabling staff to meet children's needs most effectively.	JC HoD	3	
2.4	More structure in core subjects e.g. generic three-week sequence for new text types	Clarity in knowledge teaching and the skills for the transference of these across genres, text types embeds vocabulary and speech.	JC HoD	1	
2.4 9.1	Deliver CPD relating to the delivery of a revised curriculum and produce simple teacher guides, establishing 'essentials' for all staff to follow, inc. more	To support teachers, HLTAs and TAs in the delivery of the curriculum and continuity will also help governors and external observers see and track progress of individual pupils.	JC HoD	1	

	consistent planning formats and structures				
2.4 9.1	Additional member of staff appointed to oversee teaching and learning, including the curriculum offer, meaning that the pace of change can be quickened, important curriculum and monitoring changes can be better embedded, and workload pressures are reduced, to support increased consistency by better meeting deadlines and having greater oversight of the quality of teaching and learning between, rather than just within departments	Ensure that monitoring of teaching and learning, through triangulated data, is carried out regularly and effectively	SHA	1	
2.4 9.1	Training in observation for all teaching staff	Leaders trained in what to identify and look for through observations will ensure all staff have a thorough understanding of what is needed to be observed and what is needed to improve lessons, teaching and learning.	SHA	2	
2.4 9.1	Introduce Personal Professional Development Targets for teachers (standards and areas for specific development)	With the identification of quality benchmarks regarding standards and pay grades improvements required will have a clear basis and trackable ladder for assessing this.	JC	2	
2.4 9.1	Book looks and moderation in department meetings recorded more formally through Arbor	Identification of standards for continued accuracy of attainment and progress will support improved planning. Weekly moderation exercises will ensure continued awareness of curriculum, ideas, standards and identify early interventions where required. Standards sustained.	JC HoD	1	
2.4 9.1	Department Leads to monitor MTP's and sample STP's at department meetings	Ensuring coverage, standards, innovation, ideas sharing and issues arising in a timely fashion.	JC HoD	1	
2.4 9.1	Develop joint moderation and observation practice with other schools	To share outcomes, develop ideas, ensure consistency and moderation of standards. To identify issues and implement changes needed in a timely fashion. Joint observations practices	JC	3	

		will identify and moderate practices, sharing ideas and stimulate collaborative planning/assessment/provisions. Starting with Collett School, an LD school within our federation.			
2.4 9.1	Develop methods for developing teachers within / between departments, e.g. lesson study, small bespoke training sessions	Improved job satisfaction, higher quality teaching and improved pupil progress.	JC HoD	3	
2.4 9.1	Performance Appraisal Review and use of Arbor to update progress towards achieving Professional Dilemmas	Clarity and trackable progress in the development of personal progress, evidence of meeting expected targets and ensured professional development.	SHA	1	
2.4 9.1	<p>CPD Priorities:</p> <ul style="list-style-type: none"> • <u>Lesson obs</u> / book scrutinies – all teachers (E/I) • SCLN incorporating PECS and ELKLAN, TEACCH principles, SaLT blanks questioning and SCERTS • Lesson structure / planning – consistency – LO’s, questioning, modelling, practice, classroom management etc. (I) • Curriculum (Com, <u>Lit</u>, <u>Num</u>, PSD) – link to key resources and classroom organization (I) • Challenge (especially most able) (I) • Developing independent working (I/E) • Use of verbal feedback and feedback policy consistency (I) • General SEND teaching (basics, e.g. multi-sensory, visuals, active learning, talk partners, outdoor learning, link to WM etc.) (I) • Effective use of TA’s - EEF (I) 	<p>Developing expertise.</p> <p>Ensuring statutory staff knowledge and understanding of procedures to effectively safeguard each child and improve their futures.</p> <p>Enabling choice and personal development.</p> <p>Creating trackable data which is reportable on for making succinct and relevant adaptations and improvements.</p> <p>To identify the individual child in planning, teaching and delivery of the curriculum.</p> <p>To ensure children’s learning styles and requirements are supported in their access of teaching for their learning needs.</p> <p>For every adult working with every child, to understand their specific and general learning disabilities and strategies to support the child in their learning.</p>	SHA	Varied	

	<ul style="list-style-type: none"> • Use of displays (I) • SLD / SEMH (team up with other schools) (E) 	Every adult will understand the impact of their role and their accountabilities for this in supporting pupils' progress.			
3	Assessment				
3.1 12.2	Ensure that assessment system is user-friendly and effective, both for teachers and leaders	Less onerous data entry means that data will be more up-to-date, and used functionally to support planning to best meet children's needs	JC	1	
3.2 12.2	Benchmarking procedures and 'expected' progress calculated	Curriculum development and reviews of progress informed by reliable, national data	JC	2	
Behaviour and Attitudes					
1	Behaviour				
1.1	Further develop the 9 ¾ provision, through use of mentoring and small-group support, in line with our pathways curriculum offering	Provide the gold standard of support for identified children, to improve self-esteem, confidence, emotional regulation and social skills.	RA	3	
1.1	Arrange additional EP support for early identification of needs and strategies, and to assess the suitability of placement where required	Better support for the most challenging children at an early stage, supporting class teams and 9 ¾ with appropriate strategies, and identifying those cases where another setting may be more appropriate for the child's needs	RA	2	
4.1	Examine how we can use online learning as a tool to further inspire pupil's engagement in learning during and post-pandemic	Establish how lessons learnt can be utilized to help further develop our curriculum offering	JC	2	
4.2	Continue to embed system of chasing up attendance, with a new member of staff in post.	Tightening of systems and procedures will further improve accuracy and timely interventions.	JP	2	
Personal Development					
5	Personal Development Curriculum				
5.1	Embed the new personal development curriculum	Ensure consistent, effective use to support teaching and learning throughout the school	RA	1	
Leadership and Management					
8.1 8.2	Further evaluation of leadership roles and responsibilities, in light of appointment of a Deputy Head of School / Head of Curriculum.	Identification and clarity around accountabilities, whilst ensuring breadth of coverage of leadership and teaching requirements of the posts.	SHA, JC	1	

8.1	Ensure job roles and accountabilities for Deputy DSL's are developed and fully understood for newly appointed staff.	Identification and clarity around accountabilities Children are safe. The DSL feels supported by colleagues.	JP JC SHA	1	
9.1	Review of induction procedure and HR administration across the federation. Effective management of procedures and deadlines leading to clear, informed decision-making	Comprehensive programme that supports and tracks new staff with a relevant programme of training and mentoring for the individual, ensuring their increased knowledge and competence in the school setting.	SHA DA MS JC	2	
9.1	Leadership review of impact; strategies, culture and initiatives on the quality of teaching and learning.	Evaluation and review to share with the stakeholders in order to further shape the provision.	JC SHA	3	
9.1	Embed the systems of recording training, ensuring that they are used robustly and efficiently.	Clear, concise record keeping for transparency and accuracy.	DA JC SHA	2	
10.1	HR to report to HoS on lateness, and address issues in the first instance, before referring on to SLT.	Better attendance for those long-term absentees and those meeting trigger points through the year.	DA MS JC	3	
10.1	Continue to challenge LA on appropriate funding based on our children's needs	Better availability of funding available will enable additional members of staff, required to meet the changing needs of our children.	SHA MS JC	1	