

GLENWOOD SCHOOL



RAISING ATTAINMENT PLAN

Autumn Term 2017 – Summer Term 2018

Success through Persistence, Inclusion and Equality

KEY PRIORITIES

1. Improve Leadership, Management and Governance, by:

- ensuring that all staff fully understand and enact the school's vision and values and that there are systems in place for staff to contribute their ideas and raise concerns professionally
- insisting on higher expectations of what pupils can achieve
- tackling underperformance and concerns about staff conduct firmly and effectively
- making sure that governors are systematically provided with the information they need to challenge school leaders and hold them to account
- strengthening the impact of governance on the performance of the school
- implementing the recommendations made in the local authority review of the school's use of the pupil premium.

2. Improve Teaching, learning, assessment and outcomes, by:

- making sure that all teachers make full use of information about pupils' ability and needs to plan appropriately challenging learning
- fully establishing the new assessment system and supporting staff to use this to improve pupils' progress in learning and personal development
- enabling teachers and non-teaching staff to learn from each other, so that the best practice in the school is consistent for all pupils, including those who are disadvantaged and the most able.

3. Improve pupils' behaviour and their personal development, by:

- providing appropriate training and information for all staff, so that they are able to de-escalate conflicts and alleviate pupils' frustration when communicating
- promoting consistent use of the school's behaviour management policy and its expectations of the way that pupils speak to each other in and out of lessons
- developing pupils' understanding of how to maintain good friendships and cope with disagreements.

Priority 1: Improve Leadership, Management and Governance

Objectives

1.1 Ensure that the culture and systems of the School reflects accurately the Headteacher's vision of Glenwood as an Inclusive Special School

1.2 Underperformance and concerns about staff conduct are addressed firmly and effectively

1.3 Ensure that the support and challenge from the Governing Body has an impact on the performance of the School

1.4 The Pupil Premium is used effectively to maximise the attainment and outcomes of the disadvantaged pupils

Main overarching strategies:

- The Headteacher's vision and values underpins every decision made
- Relevant policies are reviewed and implemented consistently by all staff
- Policies and systems enable staff to contribute their ideas and raise any concerns professionally
- Performance Management is used effectively to clarify expectations and hold staff to account
- Leaders at all levels take responsibility for their aspect of School Improvement
- The governing body develops its capacity to support and challenge
- All staff understand the barriers that our disadvantaged pupils experience and are able to develop strategies to overcome and minimise the impact of these barriers

Priority 2: Improve teaching, learning, assessment and outcomes

Objectives

- 2.1 Ensure that all teachers make full use of information about pupils' ability and needs to plan learning that is challenging
- 2.2 Fully establish Classroom Monitor and support staff to use it to improve pupils' progress in learning and personal development
- 2.3 Establish a culture and systems for staff to learn from each other so that the best practice is more consistent
- 2.4 Develop staff knowledge, skills and understanding in order to improve the teaching and learning of all pupils

Main overarching strategies:

- To ensure that pupil profiles are completed and used to inform staff of individual needs (and by staff to develop appropriate support and strategy)
- Pupils' baseline data is quickly ascertained and used to inform the production of aspirational targets for attainment
- Classroom Monitor is fully established and used effectively to monitor pupil progress
- Glenwood staff are able to share good practice to enable the best practice to become the norm (In both the management of behaviour and teaching and learning)
- Teaching and learning strategies are improved and 'modernised' to enable all pupils to progress

Priority 3: Improve pupils' behaviour and their personal development

Objectives

- 3.1 All staff are able to de-escalate conflict through consistent use of appropriate strategies
- 3.2 Pupils experience a consistent approach from all staff which is effective at reducing incidents of inappropriate behaviour
- 3.3 Pupils are able to improve in their ability to manage friendships and disagreements

Main overarching strategies:

- A programme of induction for new staff ensures a competence in managing behaviour
- The Management of Behaviour policy is regularly reviewed with all staff and becomes a living document that is relevant in supporting staff to manage pupils in a consistent way
- The IBMP and Risk Assessments for the more complex pupils are compiled in a consistent way that makes them relevant and useful for all staff
- The implementation of individual pupil's Individual Behaviour Management Plan and RA are monitored by key staff
- IBMP and RA are reviewed regularly to ensure that strategies remain appropriate and effective
- The School responds rapidly to communicate these strategies to all staff following any significant incidents
- The development of the pupils' understanding of friendships and bullying will be a focus of the RRR & PSHE programme
- Alongside the HSLW, the form tutor will be a key contact in improving the communication between parents and the School