

Key Priority Four

As a school we need to ensure that personal development is as effective as possible.

To ensure this is the case we are focussing on the following key areas:

1. Leaders ensure pupil voice is representative of all cohorts and is valued and effective and leads to evidenced improvements through a 'You said so we did' approach.
2. Leaders further develop the personal development curriculum by rolling out the whole school offer and 'Passports' with all stakeholders.
3. Leaders ensure a programme of extra-curricular activities (both onsite and offsite) is developed to ensure equality of offer and monitored for implementation and impact.
4. Leaders ensure our school staff further develop their SEN specialist knowledge, resulting in our pupils receiving a specialised education that also supports wellbeing effectively. Initially, this will focus on Autism.

Q&A - Who decided on these priorities?

We went through a process that included asking the staff and governors and used these ideas in our plans. We also looked at our school data, parent/carer questionnaires and incorporated reports made by external quality assurance visits

Q&A - Is this the 'actual' school improvement document?

No - In school there is a much more complex and detailed version with names, deadline dates and specific funding attached to different areas. The Headteacher's and governor's roles are to ensure these actions actually happen and have a positive impact for the young people in our school.

Q&A - What happens next?

The plan is constantly monitored and evaluated. The senior leadership team, staff and governors will ensure that, as far as possible, all of these aims are met across a school year.

Feedback to us:

As always your comments are appreciated. If you would like to make a comment about this plan, or can help us to achieve it please make contact and speak to us about it – or drop your idea into school via email or our school website.



A part of the Special Partnership Trust

Doubletrees School School Development Plan

Summary

2022-23

* reviewed and updated March 23

Q&A - What is a school improvement plan?

The plan sets out how and what the school intends to address what it sees to be the priorities for the coming year.

Key Priority One

As a school we need to ensure that leadership and management is as effective as possible.

To ensure this is the case we are focussing on the key following areas:

1. All subject areas have purposeful curriculum plan and rationales, which are effectively taught - resulting in evidenced sequences of learning.
2. Leaders robustly monitor to ensure the effective and consistent implementation and impact of curriculum planning.
3. Training and appraisal processes to teachers to understand the effectiveness of their subject areas and have confidence in their curriculum conversations.
4. Leaders ensure that the training and induction of new staff develops the 'SENness' of the school and supports staff to be successful in their roles.
5. Leaders engage parents and their community in a way that improves community links and addresses barriers to parental engagement.

Key Priority Two

As a school we need to ensure that the quality of education is as effective as possible.

To ensure this is the case we are focussing on the following key areas:

1. The new PE curriculum is launched, ensuring that staff are trained to deliver this and expectations regarding the planning, delivery and quality of PE are robustly monitored for improvement and impact by the PE lead.
2. Ensuring clarity regarding the expectations of teachers to be consistent and precise when giving feedback on next steps to demonstrate building of skills and addressing of misconceptions in pupil learning sequences, particularly in Maths.
3. Leaders and teachers continue to develop and embed accurate assessment, ensuring that this informs next steps and future planning.
4. Quality of Education lead to review the curriculum long term scheme of work, linked to developments within post 14 and including the views of the wider stakeholders, including pupils and parents.

Key Priority Three

As a school we need to ensure that behaviour and attitudes is as effective as possible.

To ensure this is the case we are focussing on the following key areas:

1. Leaders to monitor and review the implementation and impact of the behaviour policy across the school.
2. Leaders to ensure behaviour and intervention data is monitored for patterns and trends both in the short and longer term - the impact of this analysis is clear.
3. expectations of behaviour for learning, including consistent class routines, application of class rules, values, the language around behaviours and the monitoring and celebrations of positive rewards.
4. Leaders to ensure there are robust and effective plans in place to support pupils who require targeted behaviour intervention.
5. Leaders ensure there is a clear attendance strategy in place which is then shared with all stakeholders and monitored for impact.