

Key Priority Four

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

We ensured that:

- The school Personal, Social and Health Education (PSHE) curriculum was fully embedded, we monitored its impact and identify training and support opportunities to enhance.
- We continued to embed the use of positive rewards to develop how to be responsible, respectful and contribute to the school community. This is an area we still want to develop even more next year.
- We ensured adequate coverage of the RSE curriculum was in place and continued to develop schemes of work and resources to support this.
- We developed the role of the School Council to allow our students to contribute to the school community
- We continue to develop the school Careers, Education Information Advice and Guidance as part of the 14-19 offer
- We significantly developed outdoor learning opportunities (incl. forest school) and have even more exciting plans for this next year too.
- We began to increase opportunities for rich personal development for example through our school choir. This will continue to be a priority for us next year.
- We increased the offer and opportunities for parents/carers to be involved with the school. We have even more plans for this year!



Here is some of the lovely feedback we received last year:

Last year we went from 85% to 96% attendance at parent partnership meetings. Attendance at parental engagement activities increased term on term.

Thank you, Doubletrees School, for a brilliant, well planned, informative event today. I came away with lots of information that will help me to plan xx's transition into adult life and what comes after Doubletrees. Thank you and the tea and biscuits were really appreciate too!

'Just excellent – thanks!'

In our most recent survey and 100% reported that 'the school gives me and my child the support they need to succeed, and the school lets me know what my child is learning.

Our School Improvement Partner (SIP) after her visits reported:

November 21 -The SIP looked at aspects of safeguarding ... the SIP was very impressed by the school's ability to operate as an effective team and question assumptions made.

Feb 22 -The Sip is incredibly impressed by the improvements in the school since the Sip first visited. Clearly this is testament to the Headteacher, senior leaders, staff and governance within the school. The school is a very different place. It has new leaders who understand school improvements and passionate about driving this forward. They know they need to keep hold of this momentum but are keen to do so and often frustrated by the disruption of COVID – understandably. ... the new pathway leads are a valuable addition to the school. Lessons observed appeared purposeful and students and staff happy.



A part of the Special Partnership Trust

Doubletrees School

School Improvement

Plan 21-22

What did we achieve?

This is a summary to share and celebrate some of the many achievements we made last year. We know our journey is not finished but wanted to pause and reflect and share with you all! 😊



Key Priority One

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

We ensured that:

- Leaders prioritised their time on the quality of education provided by the school. All leaders monitored lessons, learners work and used what they learnt to improve the practice even further.
- Leadership is shared across the school. We also have highly effective subject and phase leaders too.
- Through training, staff meetings and mentor support all subject leaders have a good understanding of how to drive forward school improvement raising the quality of education for all our learners.
- We had effective engagement with pupils and parents. We set up a wide variety of workshops, meetings, and onsite opportunities. We were asked to present at the local authority's Parental Engagement Conference because of the work we do. That is thanks to all of you too!
- A new website was launched, and we have had great feedback.
- When our safeguarding practices were reviewed by our school improvement partner said safeguarding is highly effective and is a real straight across the whole Trust!



Key Priority Two

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

We ensured that:

- We embedded our curriculum offers by ensuring that sequences of learning are taught effectively; ensuring learners make expected or better progress.
- We continued to develop subject knowledge and pedagogy in all staff to ensure they can best support our learners
- We continued to develop the staff skills through opportunities to be supported by subject specialists.
- We continued to support middle leaders to develop their ability to evaluate, quality assure and identify areas for development or training needs in their own subject areas.
- We worked together to ensure greater consistency within learning pathways.
- We continue to develop the effective use of Evidence for Learning to capture progress and inform and engage parents better about their young person's learning journey.
- We continue to lead by example the collaborative work across the Trust to develop more effective assessment frameworks that allow demonstration of progress for all learners.
- We continue to embed our personalised approach to EHCP outcomes; including improving the precise setting of personalised targets (IEPs) to better inform the annual review process.



Key Priority Three

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

We ensured that:

- We reviewed and rewrote our school level behaviour policy and associated practises and record keeping. This has resulted in higher quality well-being plans. Our model has been rolled out across the Trust.
- We monitor and review individual risk assessments and well-being plans and share these with you. When these were externally reviewed; we were praised for the quality.
- We continue to monitor behaviour and support behaviour provision across the school.
- We now deliver our own in-house Team Teach training across the school.
- We increase the involvement of learners in their behaviours – 'Learners feel safe in our school'
- We developed emotional wellbeing support and awareness to ensure staff are emotionally available adults through our Trauma informed school approaches.
- We improved attendance by working with you and external agencies. We offered support and closely monitor attendance and late arrivals to school.

