



Elemore Hall School

SCHOOL IMPROVEMENT PLAN 2017-19

Objective	Reason/Intended Outcome	Key area	Completion date
To introduce a system for recording behaviour and other pupil related information that can be interrogated	Improved data and accessibility will lead to more effective interventions and tracking of improvements over time.	Personal Development, Behaviour and Welfare	Easter 2018
To introduce a system that more effectively records Child Protection involvement and other events where contact is made with home and other agencies.	Improved data and accessibility will allow key staff to be better informed and in a timely manner. The school should be able to move away from a dependence upon paper records. Easy accessible for all staff to input an key staff to output information.	Personal Development, Behaviour and Welfare	Easter 2018
To upgrade the visitor signing in system in order to improve visitor monitoring and safeguarding.	Current system relies on clear writing and will not allow for repeat visits, photo id, etc. We require a system that will produce badges with a photograph of the visitor and that will keep a detailed log.	Safeguarding	June 2017
To develop a Mathematics Withdrawal Room and to introduce Mathematics withdrawal sessions.	Pupils are performing less well in GCSE Mathematics than other subjects and there is a need to narrow the gap by increasing the attainment in Mathematics. Pupils will develop more confidence and skills in mathematics and numeracy that will improve accreditation results but that will also allow pupil to improve in other subjects where these skills are used.	Outcomes for Pupils	September 2017 for initial introduction. July 2018 for first review.
To review the Culture programme	The Culture programme has been running for a number of years with minor changes. The course now needs a complete overhaul to ensure that it is fit for purpose and that it includes relevant links to the outside world.	Outcomes for Pupils	September 2017 for initial introduction, developments throughout the year to July 2018
To identify additional support that could be provided for pupils	The school is getting an ever diverse group of pupils whose needs go beyond what can be provided within the classroom environment. Many pupils have social, emotional or mental health needs that would benefit from additional support, as these needs are not currently being met by Health or Social Care and are impacting on pupils ability to be successful in their education, additional funding has been made available to source and provide additional therapeutic interventions. The school now needs to identify what is available and what might be useful for our pupils then commission it.	Personal Development, Behaviour and Welfare	September 2017 for initial introduction. July 2018 for first review.
To introduce Environmental Science/Horticulture to the curriculum	The school is increasing in size by one class group and the addition of Environmental Science on the curriculum will benefit pupils in increasing the range of subjects, support	Outcomes for Pupils	September 2017

	the science curriculum and lead to improvement and better use of the grounds		
To increase pupil participation in 'contributing to school life' in some way	Pupils derive improvements in self-confidence, self-esteem and sense of belonging from being involved in events that celebrate their achievements – the school needs to create more opportunities for this so that all pupils are included	Personal Development, Behaviour and Welfare + Outcomes for Pupils	Summer 2018
Achieve the LOtC award	To receive formal recognition for the work we do using Learning Outside the Classroom as a tool, and to then go on to achieve accreditation as a providing centre for others	Effectiveness of Leadership and Management	Summer 2018
To revamp Thought for The Day and the Friday School Meeting	Thought for the Day and the Friday School Meeting contribute to the SMSC of pupils but the 'programme' is haphazard and outcomes are not measured. Pupil and staff participation and engagement could be better leading to a more positive atmosphere and more successful/beneficial impact on pupils	Personal Development, Behaviour and Welfare	Summer 2018
To complete the 'Key areas for action' listed in the External Review of Governance	The External Review of Governance identified some shortcomings in Governance at the school – the key areas for action should, if completed effectively, lead to improvements in the Governance of the school	Effectiveness of Leadership and Management	Summer 2018

In addition to the above, Ofsted identified the following areas for development that form the basis of our Post-Ofsted action plan

- Improve the progress made by pupils in all subjects, but particularly in English, mathematics and science, by teachers:
 - having higher expectations of what pupils can achieve
 - planning activities which enable pupils to make rapid progress and catch up for learning time lost through absence in this or a previous school
 - ensuring that pupils apply their knowledge of spelling, punctuation and grammar in all subject areas as a matter of course
 - developing assessment systems and practices that are used consistently.
- Improve pupils' attendance and reduce the number of pupils who are persistently absent.
- Rapidly improve the effectiveness and impact of leaders at all levels by:
 - ensuring that the school's website, policies and procedures are regularly updated to reflect current guidelines
 - implementing effective plans for school improvement which identify clearly how, when and by whom progress will be measured
 - strengthening leaders' knowledge of pupils' progress overall by taking their end of key stage 2 assessments into account, as well as their attainment on entry to Elemore Hall
 - analysing the frequency of all types of behavioural incidents and providing full details to the governing body on a regular basis.