

School Improvement Plan Year One 2018 - 2019

Lead Governors	Ofsted Areas of Judgement	Link staff member
Glenis Redhead	Leadership and Management	Sarah Edwards and Kim Ayrton
Sean Pond	Teaching, Learning and Assessment	Andrew Sudron and Kim Ayrton
Paul Lewendon	Personal Development, Behaviour and Welfare	Andrew Sudron
Sean Pond	Pupil Outcomes	Andrew Sudron
Jill Shaw	Early Years Provision	Jo Giles
Sophie Hartley	Sixth Form	Melissa Sparks

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Three Year Improvement Plan 2018 – 2021

Vision, Mission and Values		
<p style="text-align: center;">Our vision:</p> <ul style="list-style-type: none"> • Aspire • Challenge • Empower <p>(ACE)</p> <p>Our vision is that all learners access outstanding teaching and facilities personalised to their individual learning needs, within a happy, confident and proud school.</p>	<p style="text-align: center;">Our Mission is:</p> <p>To strive to create an exciting and challenging curriculum tailored to each pupil in a safe learning environment with the use of specialised facilities, where teaching and learning focuses on gaining key academic and life skills and our expert staff work in close partnership with pupils and their families to help pupils achieve their greatest potential.</p>	<p style="text-align: center;">Our Values are:</p> <p style="text-align: center;">A S P I R E</p> <p>Achieve</p> <p style="padding-left: 40px;">Empower all to achieve their full potential</p> <p>Self Esteem</p> <p style="padding-left: 40px;">To develop self-esteem, enabling confident, proud individuals</p> <p>Positive</p> <p style="padding-left: 40px;">Ensuring a vibrant and positive school culture</p> <p>Inclusive and friendly</p> <p style="padding-left: 40px;">A welcoming, inclusive, friendly community</p> <p>Respect and dignity</p> <p style="padding-left: 40px;">Building respectful relationships in which all are treated with dignity</p> <p>Enjoyment</p> <p style="padding-left: 40px;">Creating fun, enjoyable learning memories</p>

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Three year aims	
Leadership and Management	Driven by dynamic governance and strong leadership, the school delivers and develops others to deliver, excellent provision for pupils with a wide range of special educational needs within a strong, resilient and expanding structure. Adults have opportunities to learn and develop as teachers, leaders, administrators and supporters and as a result, each child or young person thrives as a curious learner.
Curriculum and Outcomes	Provision is built upon a meaningful and relevant curriculum, which is informed by relevant assessment methods for evaluating learning. Collaborative approaches strengthen what is delivered.
Teaching and Learning	Teaching teams consistently provide educational activities within which, stretching targets are delivered, and have a very good understanding of the outcomes being aimed for, for every child or young person. As a result all children and young people are well prepared for life after school, make progress with personalised and academic targets and parents or carers are viewed as partners in this process.

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Personal Development, Behaviour and Welfare	All children and young people are enabled to achieve personalised outcomes in relation to education, employment, health, play or socialisation, community engagement and independence. Where they can, they report that they feel safe and healthy. They are provided with sensitive and explicit strategies and support to develop their behaviour, wellbeing, health and fitness.
Finance and Premises	The school continues to develop provision and facilities allowing it to meet the needs of all learners whatever their age, stage or need. They maintain high quality and appropriate facilities for pupils on site whilst seeking solutions to the growing school roll and work with the Local Authority to innovate in the context of their Strategic Plan for SEND education provision.

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Strategic Plan 2018 – 2023

The context for the School Development Plan is the Strategic Plan. The strategic plan identifies the aspirations for our school and has been agreed with the School Governors and Senior Leadership Team. The strategic plan has been informed by North Yorkshire Strategic Plan for SEND Education Provision (2018 – 2023).

Strategic Direction One: **Diversity**

Diversify by Need: We will work with the local authority to predict where diversification is required, either at Post Nineteen, or in order to meet SEMH/well-being needs. Success will be demonstrated through

- an increase in the pupil roll
- evident development of bespoke pupil packages
- the use of wider facilities (to support issues of space)
- Local Authority statistics demonstrating that some needs of this type are being met in this school.

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Diversify by Outcome: We will develop and implement a Supported Internship Pathway at Post Sixteen, meeting the needs of young people who need a sustained level of support to gain employment from September 2019. Success will be demonstrated through

- an increase in the pupil roll
- the provision of a Supported Internship Route with three learners (2019 cohort), seven learners (2020 cohort) and ten learners (2021 cohort).
- Supported Internship graduates gaining employment
- Links within the local retail sector leading to improvements in work related learning and careers education within Key Stage Four and Key Stage Five
- A diverse cohort of learners being referred into the Supported Internship Provision from settings other than Springwater School.

Strategic Direction Two: Increase capacity and develop facilities

Increase capacity and continue to develop high quality facilities: We will continue to provide for the most complex learners in facilities which are appropriate to meeting their needs. We will increase our spaces for pupils in response to the Local Authority need. We will work with local partners such as Starbeck School, The Forest School, Applefields School (York) and engage within the Selby locality in order to support the LA in addressing the rise in EHCPs in this area. Success will be demonstrated through

- Increase in available spaces for pupils
- Meeting the needs of complex groups, especially where there are increased numbers in a particular cohort/class space
- Positive parent/pupil feedback
- Springwater will have developed links and partnerships which allow them to explore satellite opportunities or sharing facilities.

Strategic Direction Three: **The Achievement of relevant outcomes**

Provide a curriculum and assessment framework which facilitates/enables the achievement of relevant outcomes. We will plan relevant outcomes in partnership with parents, health teams and social care professionals. The focus on outcomes planned at a multi-disciplinary meeting, such as an EHCP review, translates to exceptional classroom practice with an acute focus on meaningful achievement. Success will be demonstrated through

- The provision of a broad, balanced and relevant curriculum led by pupil needs
- Comparison of pupil learning intentions at a local and regional level, to ascertain pace, rate of acquisition and progress through the continuum of skill development. To analyse this for school improvement purposes.
- Parent satisfaction and pupil destinations which evidence that relevant outcomes are being identified and prioritised in the class room. This demonstrates high expectations and facilitates the achievement of aspirational long term outcomes in most cases.

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LEAD OBJECTIVES SUMMARY 2018-2019

1. Curriculum – to review and evaluate the current curriculum offer
2. Assessment – to track pupil progress closely through the Mapping and Assessing Personal Progress Continuum of Skill Development tool, whilst at least maintaining achievement against current assessment systems.
3. Leadership and Management – to establish a consistent approach to monitoring and evaluation which drives school improvement
4. To review and evaluate staff roles in Finance, Facilities and Administration
5. To plan for school roll increase, including facilities
6. To plan for implementation of Supported Internship Programme and for the introduction of pupils on a well-being pathway.