



beatrice tate school

# School Improvement Plan (SIP)

Impact Review – Summer Term 2023



## Contents

School Improvement Plan – Priorities and Implementation Objectives (2022-2025).....	3
School Improvement Plan – Priorities and Action Plan (2022-2023).....	5
SIP 1 - In line with the school’s long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.....	5
SIP 2.0 – We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all students to achieve their personalised learning objectives in relation to education, social, emotional and physical health, school/community engagement and independence, so they make the most of their opportunities when they leave school.....	7
SIP 2.1 – We will develop an outward-looking ethos and engaged school community, and in so doing, deliver outstanding teaching and learning supported by continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff. ....	9
SIP 2.2 – We will ensure learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including ARR software development.....	11
SIP 3 – We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.....	12
SIP 4 - School leaders and Governors will continue to develop their strategic roles to ensure the school and the governing body fulfils its statutory duties, including the requirements of the DfE White Paper and proposals outlined in the SEND Green Paper, so that the education that the school provides has a positive impact on all of its students. ....	16

Success Criteria Key:	
<i>Red type</i>	Red type indicates limited progress towards meeting the desired success criteria within the annual time-frame.
<i>Amber type</i>	Amber type indicates good progress and ongoing implementation is required to meet the desired success criteria within the annual time-frame.
<i>Green type</i>	Green type indicates excellent progress or the desired success criteria has been achieved within annual the time-frame.
<i>Black type</i>	Black type indicates the <b>additional success criteria or implementation strategies</b> required to improve or achieve the objective.

Impact Review Key:	
	A red rating signifies that a particular initiative or priority in the school improvement plan is not meeting the expected progress or has not been achieved in the current time-frame. Red ratings require attention, additional measures or resources to bring the initiative back on track.
	An amber rating indicates that an initiative or goal is making progress but may be slightly behind schedule or not fully meeting the intended objectives within the current time frame. Amber ratings prompt the identification of appropriate measures to improve or maintain performance and move towards the desired objectives.
	A green rating indicates that an initiative or objective is on track and progressing as planned. It signifies that the intended outcomes are being achieved or are likely to be achieved within the expected timeframe. A green rating indicates that the initiative is meeting or exceeding the set objectives, and no immediate action is required apart from regular monitoring and maintenance.

## School Improvement Plan – Priorities and Implementation Objectives (2022-2025)

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?
SIP 1.0	In line with the school’s long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.	1. Overall effectiveness 5. Leadership and Management 6. Sixth-form	<i>Review and restructure workforce roles and responsibilities to ensure capacity and improvement at all levels</i>
			<i>Investigate and research existing models of Post-19 provision, including structures, funding models, curricula</i>
SIP 2.0	We will further develop an ambitious, dynamic, and learner-focussed curriculum delivered along multiple pathways to enable all students to achieve their personalised learning objectives in relation to education, social, emotional and physical health, school/community engagement and independence, so they make the most of their opportunities when they leave school.	2. Quality of Education 4. Personal Development 6. Sixth-form	<i>Continuously review the curriculum offer to ensure that it maximises opportunities for individuals to achieve their agreed learning outcomes</i>
			<i>Ensure effective curricula and resources in place to enable all students to achieve their personalised learning objectives</i>
SIP 2.1	We will develop our outward-looking and engaged school community, and in so doing, deliver outstanding teaching and learning supported by the continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff.	2. Quality of Education	<i>Develop opportunities with external partners to enhance the school’s offer in all areas: teacher training; teaching and learning; curriculum; behaviour and attitudes; personal development; post-16; post-19; admin; premises; multi-agency teams.</i>
			<i>Further develop school systems to ensure Performance Development drives improvement at all levels of the school line management structure</i>
SIP 2.2	We will ensure all learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including continuous development of the ARR system.	2. Quality of Education	<i>Ensure the provision of ICT across the school and within all curriculum areas is effective in engaging learners so that they continue to achieve their agreed and emerging learning outcomes</i>
			<i>Ensure all teachers and school based multi-agency staff effectively use the assessment, recording and reporting system (ARR system) to demonstrate the impact of their provision on student learning outcomes</i>
			<i>Continuously review ARR systems to ensure they are effective in assessing, recording and reporting learner progress and informing practice through formative and summative assessment</i>

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?
SIP 3.0	We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.	3. Behaviour and attitudes 4. Personal Development 6. Sixth-form	<i>Continue to develop effective systems to ensure students are provided with meaningful opportunities to have a voice in school wide decisions.</i>
			<i>Further develop effective collaborative working practices with multi-agency teams (health, social care, LA SEND) commissioning officers to ensure provision of services and support continue to meet the needs of students now and in the future.</i>
			<i>Develop systems to ensure the implementation, tracking and evaluation of all behaviour support programmes are effective in minimising barriers to engagement and learning.</i>
			<i>Maintain and develop collaborative working relationships with providers of post-school provision.</i>
			<i>Establish and maintain school-led systems for moving and handling assessment, monitoring and training.</i>
			<i>Extend collaborative working relationships with Stephen Hawking School Outreach team, Phoenix Outreach team, as well as primary and secondary school SENDCOs.</i>
			<i>Establish and deliver a high standard of community and parental engagement, and outreach support.</i>
SIP 4.0	School leaders and governors will continue to develop their strategic roles to ensure the school and the Governing Body fulfils its statutory duties, including the requirements of the DfE White Paper and proposals outlined in the SEND Green Paper, so that the education that the school provides has a positive impact on all of its students.	5. Leadership and Management	<i>School leaders and Governors will ensure that the school is well placed to continue to provide outstanding resources and curricula so that the education that the school provides has a positive impact on all of its students.</i>
			<i>The Governing Body will implement a Governor training programme designed to meet the DfE competency framework.</i>
			<i>The Governing Body will improve Governor engagement in national priorities to further develop their informed decision making, including the implications of the Education White Paper and SEND Green Paper.</i>
			<i>The Governing Body will increase Governor engagement with parents, staff and students.</i>

## School Improvement Plan – Priorities and Action Plan (2022-2023)

SIP 1.0 - In line with the school’s long-term strategic vision, we will develop the physical, human and cultural capacity of the school to ensure continuous improvement during increased demand for student places, including the ambition to assist the Local Authority in establishing education provision for young adults with severe and profound and multiple learning difficulties up to the age of 25.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<b>Review and restructure workforce roles and responsibilities to ensure capacity and improvement at all levels</b>	<ul style="list-style-type: none"> <li>Establish key-posts to redistribute leadership responsibilities in key areas e.g. Admin Officer, HLTA (Moving and Handling), AHT and HLTA (Outreach and Community Engagement) *</li> </ul>	WH, AL, AHTs	April 2023	Surplus – STFF-RES	See Surplus Plan 2022-2025	<p><i>Staffing structure reviewed and published</i></p> <p><i>All necessary capacity enhancements implemented and in place to facilitate extension programme of works.</i></p> <p><i>Key posts in place: Admin Officer; Phase HLTAs (x3); AHT and HLTA (Outreach and Community Engagement)</i></p>	GOV BOD, WH	<p><i>Posts recruited and in place in key areas: Admin Officer, Receptionist, Finance Officer (P/T), HLTAs and Outreach AHT</i></p>
	<ul style="list-style-type: none"> <li>Embed Performance Development procedures at all levels to build and reinforce skills, competence and guarantee ongoing capacity <sup>o</sup></li> </ul>	WH, AL, AHTs, Teachers, SBM, SPM	December 2023	BlueSky Education annual subscription  Training and Development budget	£760  £36,300	<p><i>All staff and Governors Performance Development (PD) objectives set on BlueSky</i></p> <p><i>Staff training and development linked to professional standards</i></p> <p><i>Half-yearly and yearly reviews indicate vast majority of PD objectives achieved</i></p>	GOV BOD, WH  See Line Management structure	<p><i>Performance Development practices and procedures established across all departments and posts.</i></p> <p><i>Governor PD processes pending.</i></p>
	<ul style="list-style-type: none"> <li>Establish an ongoing commitment to teacher training and development by supporting staff who meet eligibility criteria to engage in initial teacher training through partnership with LETTA <sup>1</sup></li> </ul>	WH, AL	Annually - June	Bursaries for successful LETTA applicants limited to 2 per year  Mentor training and cover	£20,000  £2,000	<p><i>Teacher mentors completion of training</i></p> <p><i>LETTA students completion of ITT course</i></p> <p><i>Recruitment and retention of TAs and Trainees</i></p>	GOV BOD, WH	<p><i>All ITT trainees completed course with QTS. Recruited for Sept 2023.</i></p> <p><i>Recruitment and retention evidenced.</i></p>

	<ul style="list-style-type: none"> <li>Develop effective collaborative learning partnerships to ensure they engage staff in challenging their own practice<sup>2</sup></li> </ul>	WH, AL	July 2023	Teacher cover (12 days)	£3000	<p><i>Collaborative learning partnerships in place</i></p> <p><i>Contribution to achievement of PD objectives</i></p> <p><i>Staff reflection and challenge of own practice demonstrated through feedback, impact on teaching and learning and student progress</i></p>	GOV BOD, WH	<p>TH Special Schools and Point5 Network in place</p> <p>Highly successful PE pilot project expanding in 2023/24</p>
<p><b>Investigate and research existing models of Post-19 provision, including structures, funding models, curricula</b></p>	<ul style="list-style-type: none"> <li>Engage with representatives from SEND, CLDS and NHS North-East CCG to explore and evaluate options for the establishment of Post-19 provision</li> </ul>	WH, AL, DR	April 2023	Cover for AHT/DHT (6 days) <sup>3</sup>  TH Higher Education Grant	£1,500	<p><i>Options for Post-19 provision presented to GB</i></p>	GOV BOD, WH	<p>Initial meetings with LA officers from SEND, Health and Social Care.</p> <p>HT member of SEND Improvement Board</p>
	<ul style="list-style-type: none"> <li>Present research findings and options to Governing Body to establish a legally and financially separate entity</li> </ul>	WH, AL, DR, Gov Bod	July 2023	Senior Leadership Team (SLT) time	nil	<p><i>Present research findings and options to GB</i></p>	GOV BOD, WH	<p>Clear rationale and need for 19-25 provision established.</p>
	<ul style="list-style-type: none"> <li>Meet eligibility criteria for consideration to receive EFA funding including LA high needs place referencing for at least 10 student places</li> </ul>	WH, AL, DR, Gov Bod	July 2024	SLT time	nil	<p><i>Meet eligibility criteria for consideration to receive EFA funding</i></p>	GOV BOD, WH	<p>Southern Grove site earmarked for housing development.</p>
	<ul style="list-style-type: none"> <li>Develop the key stages of the due diligence process for the establishment of special post-16 institutions including: legal status &amp; background information; financial health assessment and quality of provision</li> </ul>	WH, AL, DR, Gov Bod	July 2024  September 2025	SLT time	nil	<p><i>The key stages of the due diligence process for the establishment of special post-16 institution achieved</i></p> <p><i>Post-19 college established</i></p>	GOV BOD, WH	<p>HT and GB lobbying LA</p>

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IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<b>Continuously review the curriculum offer to ensure that it maximises opportunities for individuals to achieve their agreed learning outcomes</b>	<ul style="list-style-type: none"> <li>Restructure Subject Leadership including allocation of Assistant Headteachers and Deputy Headteacher as Curriculum Strand links to drive continual review and improvement of the curriculum.</li> </ul>	WH, AL, AHTS	October 2022	SLT time	nil	<i>Subject/Curriculum Leadership Structure in place</i>  <i>Curriculum Schemes and Maps relevant to all learners' needs</i>	WH	Ongoing review of Communication Curriculum particularly Semi-Formal
	<ul style="list-style-type: none"> <li>Develop appropriate curriculum pathways for Post-16 learners, to ensure effective transition to Post-19 provision, including pathways for employment for targeted individuals.</li> </ul>	AL, DR	April 2023	SLT time and WRL/Careers lead cover	£1,000*	<i>WRL/Careers Curriculum Schemes and Maps relevant to all learners needs.</i>  <i>Pathways in place for learners to engage in Post-19 education, employment or training where appropriate to learning and post-school needs.</i>	WH	Post-19 education options in place. Routes to employment not yet in place.
	<ul style="list-style-type: none"> <li>Review Schemes of Work, Curriculum Statements and Curriculum Maps in relation to the Subject Leadership restructure.</li> </ul>	All Subject Leaders	Annually - Spring Term	PPA and Teacher Meeting time	Subject Action Plans	<i>Schemes of Work, Curriculum Statements and Curriculum Maps maximise opportunities for all learners to achieve their agreed learning objectives</i>	WH, AL	Curriculum relevant to needs of learners
<b>Ensure effective curricula and resources in place to enable all students to achieve their personalised learning objectives</b>	<ul style="list-style-type: none"> <li>Review Communication curriculum framework to ensure continuity and progression.</li> </ul>	AL, AHTs, Communication Subject Leaders	December 2022	SLT and Communication leads time	Subject Action Plans	<i>Curricula and resources in place to enable all students to achieve their personalised learning objectives</i>	WH, AL	Curriculum Working Group in place.  Links/visits established with similar schools
	<ul style="list-style-type: none"> <li>Review and improve WRL/Careers offer to explore pathways to employment for targeted students.</li> </ul>	AL, DR, RM	April 2023	SLT time and WRL/Careers lead cover	See * above	<i>WRL/Careers Curriculum Schemes and Maps relevant to all learners needs.</i>	WH, AL	WRL Lead establishing links with local employers to

						<i>Pathways in place for learners to engage in Post-19 education, employment or training.</i>		provide supported work experience programme
<ul style="list-style-type: none"> <li>Develop and embed the Mental Health and Well-being strategy and the Equalities strategy across the curriculum.</li> </ul>	AL, AHTs	April 2023	See MH&WB action plan See Equalities action plan	nil		<i>MH&amp;WB Lead in place</i> <i>MH&amp;WB strategy in place</i> <i>Updated Equalities strategy in place</i> <i>MH&amp;WB strategies embedded in both practice and the curriculum</i> <i>Equalities strategies embedded in both practice and the curriculum</i>	GOV BOD, WH, AL	MH&WB strategy supported by whole school training and development in place. Equalities working group and action plan in place
<ul style="list-style-type: none"> <li>Review PSHE/RSE/SMSC offer in relation to Tutorial Time, Citizenship and whole school events.</li> </ul>	AL, AHTs	April 2023	See Tutorial Time action plan	Subject Action Plan		<i>Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSHE/RSE/SMSC</i> <i>Establish whole school events calendar and intervention groups in line with PSHE/RSE/RE and Equalities action plans</i>	WH, AL	PSHE/RSE and SMSC offer reviewed. Training, resources and provision in place including PSHE/RSE intervention groups
<ul style="list-style-type: none"> <li>Ensure social safety and online safety strategies are implemented and effective across the curriculum and Phases.</li> </ul>	AL, DR, EB	April 2023	See PSHE/C, Safeguarding and ICT action plans	Subject Action Plans		<i>Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSHE and ICT</i> <i>Social and online safety intervention groups established and ongoing</i>	GOV BOD, WH, AL	Social and online safety intervention groups in place
<ul style="list-style-type: none"> <li>Ensure consistency of physical, sensory and motor development (PSMD) strategies and practice across Phases.</li> </ul>	AD, EK	April 2023	See PFC-PSMD action plan	Subject Action Plan		<i>Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to PSMD</i> <i>PSMD action plan ensures consistency of strategies and practice</i>	WH, AL	PSMD curricula and resources in place. PSMD action plan in place to monitor practice and impact.

	<ul style="list-style-type: none"> <li>Achieve ArtsMark status within the Creative Arts curriculum</li> </ul>	AL, AW	April 2023	See Creative Arts action plan	Subject Action Plans	<p><i>Curricula and resources in place to enable all students to achieve their personalised learning objectives in relation to Creative Arts</i></p> <p><i>ArtsMark award in place</i></p>	WH, AL	<p><i>Creative Arts action plan in place.</i></p> <p><i>ArtsMark yet to be achieved.</i></p>
	<ul style="list-style-type: none"> <li>Review and evaluate Music Therapy provision to ensure the service has sufficient capacity and contributes to students' educational, social, emotional and physical development.</li> </ul>	WH, NO'D-S	April 2023	SLT and MT development time	MT PD objectives	<p><i>Music Therapy provision and resources in place</i></p> <p><i>Individualised provision enables students to achieve their learning objectives in relation to educational, social, emotional and physical development.</i></p> <p><i>Provision adequate to ensure all students have opportunity of access to targeted MT</i></p>	WH	<p><i>Music Therapy evaluation and action plan in place. MT to be expanded with growing student population (from 2 to 3 days/week)</i></p>

SIP 2.1 – We will develop an outward-looking ethos and engaged school community, and in so doing, deliver outstanding teaching and learning supported by continuous professional development of teachers, teaching assistants, leaders and governors, administration, premises and other support and professional staff.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<i>Develop opportunities with external partners to enhance the school's offer in all areas: teacher training; teaching and learning; curriculum; behaviour and attitudes; personal development; post-16; post-19; admin;</i>	<ul style="list-style-type: none"> <li>Continue to develop and enhance partnerships with Initial Teacher Training (ITT) providers e.g. London East Teacher Training Alliance (LETTA).</li> </ul>	WH, AL	July 2023	See <sup>1</sup> above	See <sup>1</sup> above	<p><i>Teacher mentors completion of training</i></p> <p><i>LETTA students completion of ITT course</i></p> <p><i>Recruitment and retention of TAs and Trainees</i></p> <p><i>ECT Programme in place with designated 'Appropriate Body': East London Teaching School Hub (ELTSH)</i></p> <p><i>ECT Mentors in place</i></p>	GOV BOD, WH	<p><i>All trainees completed ITT with QTS.</i></p> <p><i>Recruited for Sept 2023.</i></p> <p><i>Recruitment and retention evidenced.</i></p>
	<ul style="list-style-type: none"> <li>Develop and lead collaborations and learning partnerships with other schools, including other SEN schools and providers e.g. Tower Hamlets Education Partnership</li> </ul>	WH, AL	July 2023	See <sup>2</sup> above	See <sup>2</sup> above	<p><i>Collaborative learning partnerships in place</i></p> <p><i>Contribution to achievement of PD objectives</i></p>	GOV BOD, WH	<p><i>TH Special Schools and Point5 Network in place</i></p>

# Beatrice Tate School – School Improvement Plan (SIP) – Impact Review

<i>premises; health; social care.</i>	(THEP); Tower Hamlets Special Schools Learning Partnership (THSSLP); Pan London PMLD Partnership (Point 5).					<i>Staff reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress</i>		Highly successful PE pilot project expanding in 2023/24
	<ul style="list-style-type: none"> <li>Continue to develop partnerships with SEND Post 19 providers, including 19-25 SEND colleges.</li> </ul>	AL, DR	July 2023	See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	<i>Partnerships Post-19 providers established and/or strengthened</i>  <i>Professional reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress</i>  <i>Partnerships with established Post-19 Provisions specifically for Semi-formal and Pre-formal learners</i>	GOV BOD, WH	Partnerships established with New city College (Poplar), Hackney College and Alexandra Centre (Camden)
	<ul style="list-style-type: none"> <li>Develop international partnerships e.g. UCL Copenhagen.</li> </ul>	WH, AL, AHTs	April 2023	Partnership research and development study trip <sup>4</sup>	£800	<i>International partnerships established</i>  <i>Professional reflection and challenge of own practice demonstrated through impact on teaching and learning and student progress</i>	GOV BOD, WH	UCL (Copenhagen) partnership link established within Point5 Network
	<ul style="list-style-type: none"> <li>Review impact of and further develop collaborative working relationships with the multi-agency team: education, health and social care e.g. Special Schools Health Education and Social (SSHES) MDT.</li> </ul>	AL, AHTs	July 2023	SLT time	nil	<i>Effective multi-agency team working demonstrated by case progression, reduction in barriers to learning, impact on teaching and learning and student progress.</i>  <i>Ongoing effective collaboration with MDT</i>	WH	Significant MDT case progression demonstrated through case studies.
<i>Further develop school systems to ensure Performance Development drives improvement at all levels of the school line management structure</i>	<ul style="list-style-type: none"> <li>Engage all staff and Governors in Performance Development (PD) systems to enhance performance objective setting, evidence collation, performance monitoring and review i.e. BlueSky Education</li> </ul>	WH, AL, AHTs, Teachers, SBM, SPM	July 2023	BlueSky Education annual subscription  Training and Development budget  See <sup>0</sup> above	See <sup>0</sup> above	<i>All staff and Governors Performance Development (PD) objectives set on BlueSky</i>  <i>Staff training and development linked to professional standards</i>	GOV BOD, WH  See Line Management structure	Performance Development practices and procedures established across all departments and posts. Governor PD processes in progress.

	<ul style="list-style-type: none"> <li>Establish and maintain yearly PD cycles for <u>all school-based staff</u>, and Governors, including mid-year reviews.</li> </ul>	WH, AL	December 2023	SLT time	nil	<p><i>Half-yearly and yearly reviews indicate vast majority of PD objectives achieved or partially achieved within realistic timeframes</i></p> <p><i>Staff and Governors professional growth and progression demonstrated through engagement, professional conduct and performance.</i></p>	GOV BOD, WH	Performance Development practices and procedures established across all departments and posts.
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## SIP 2.2 – We will ensure learners are challenged and continue to make as much progress as possible by the ongoing development of world-class facilities supported by effective technology, including ARR software development.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<b>Ensure the provision of ICT across the school and within all curriculum areas is effective in engaging learners so that they continue to achieve their agreed and emerging learning outcomes</b>	<ul style="list-style-type: none"> <li>Establish annual audits of the effectiveness of ICT (hardware and software) across the curriculum offer and its impact on learning outcomes.</li> </ul>	DR, AD	July 2023	See Communication PFC and ICT SFC and FC subject plans	See Subject action plans	<p><i>Impact of ICT (hardware and software) across the curriculum on teaching and learning and student progress</i></p> <p><i>Positive impact of ICT interventions on access to and engagement in learning for individual students.</i></p>	WH, AL	<p>Audits completed by ICT leads.</p> <p>Learner-focussed ICT interventions in place and ongoing</p>
	<ul style="list-style-type: none"> <li>Ensure the provision of ICT within the expansion programme to be commensurate with ICT across the existing school premises, including additional procurement if necessary.</li> </ul>	WH, PC, IT Consultant	July 2023 tbc	Surplus Plan – Strategic expansion (SUR-BT)	Estimate £15,000	<i>Provision of ICT within the expansion project commensurate with ICT across the existing school premises</i>	GOV BOD, WH	Expansion project delayed however, ICT upgrade planning in progress
	<ul style="list-style-type: none"> <li>ICT curriculum leads to engage with external agencies, including LA SEND IT Consultant and Speech and Language Therapists, to ensure individualised ICT is targeted and effective in engaging learners and supporting learning.</li> </ul>	DR, AD	April 2023	Pupil Premium, Year 7 Catch-Up	£3,000	<i>Learner specific ICT is targeted and effective in engaging learners and supporting learning.</i>	WH, AL	Learner-focussed ICT interventions in place and ongoing e.g. EyeGaze, ProloQuo2Go

<p><i>Ensure all teachers and school based multi-agency staff effectively use the assessment, recording and reporting system (ARR system) to demonstrate the impact of their provision on student learning outcomes</i></p>	<ul style="list-style-type: none"> <li>Establish a programme of induction for all newly appointed Teachers and Teaching Assistants in the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.</li> </ul>	AL, DR, HLTA	December 2022	SLT time	nil	<p><i>Teachers and Teaching Assistants understand the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.</i></p>	WH, AL	<p>Induction programme for all new Teachers include purpose, function and useability of the school's ARR system.</p>
	<ul style="list-style-type: none"> <li>Promote the ARR system to external partners, practitioners and professionals as part of the School's learning partnership and collaboration priorities, including exploration of sharing and/or marketing the system.</li> </ul>	WH, AL, DR, EB	April 2023	SLT time See 4 above	See 4 above	<p><i>External partners, practitioners and professionals understand the purpose and functions of the ARR system as a formative and summative assessment and reporting tool.</i></p> <p><i>Options for sharing or marketing platform reported to GB</i></p>	GOV BOD, WH	<p>ARR system shared with international partners Designated focus for Point5 Network in 2023/24.</p>
<p><i>Continuously review ARR systems to ensure they are effective in assessing, recording and reporting learner progress and informing practice through formative and summative assessment</i></p>	<ul style="list-style-type: none"> <li>Review the ARR system's functionality and effectiveness in assessing, recording and reporting.</li> </ul>	DR, EB	Annually - January	SLT time	nil	<p><i>Functionality and effectiveness of the ARR System reviewed and action plan for improvements developed</i></p>	WH, AL	<p>Annual programme of enhancements in place</p>
	<ul style="list-style-type: none"> <li>Develop an action plan for improvements and enhancements to the ARR system to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.</li> </ul>	WH, AL, DR, EB	March 2023	SLT time Surplus Plan - Assessment Recording and Reporting and Progress Data (SUR-ARR)	£10,000	<p><i>Improvements and enhancements to the ARR system in place to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.</i></p>	GOV BOD, WH	<p>Annual programme of enhancements in place. Enhancements to demonstrate Learning Chronology and Equalities Data in progress</p>
	<ul style="list-style-type: none"> <li>Liaise with software developers to deliver improvements, including ongoing software testing and trouble-shooting.</li> </ul>	DR, EB	April 2023	SLT time	nil	<p><i>Improvements and enhancements to the ARR system in place to ensure it provides accessible and meaningful progress data e.g. Learning/Progress Chronology.</i></p>	WH, AL	<p>Enhancements to demonstrate Learning Chronology and Equalities Data in progress</p>

SIP 3.0 – We will ensure effective collaboration between our learners, their families, school and multi-agency teams to develop timely and personalised interventions (e.g. behaviour support, therapy support, parental engagement and outreach support) so that all learners achieve their personalised learning outcomes by minimising gaps in progress brought about by barriers to engagement, learning and attendance.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<i>Continue to develop effective systems to ensure students are provided with meaningful opportunities to have a voice in school wide decisions.</i>	<ul style="list-style-type: none"> <li>Re-establish whole-school procedures and platforms to gather the views and voice of students via the Student Representative Council (SRC)</li> </ul>	KO	December 2022	See Tutorial Time/Citizenship action plan	See action plan	<i>Student Representative Council established to gather the views and voice of students in whole school decision making</i>	WH, AL	<i>Student Council in place (weekly meetings); contribution to school-wide decisions evidenced</i>
	<ul style="list-style-type: none"> <li>Initiate systems and processes to canvas the views of students on school wide decisions e.g. Student Council representation, student surveys, student involvement in recruitment and selection procedures, student input into web-site design and content.</li> </ul>	KO	December 2022	See Tutorial Time/Citizenship action plan	See action plan	<i>Systems and processes in place to canvas the views of students on school wide decisions i.e. Student Council representation, student surveys, student involvement in recruitment and selection procedures, student input into web-site design and content.</i>	WH, AL	<i>Student Council in place (weekly meetings); contribution to school wide decisions evidenced</i>
<i>Further develop effective collaborative working practices with multi-agency teams (health, social care, LA SEND) commissioning officers to ensure provision of services and support continue to meet the needs of students now and in the future.</i>	<ul style="list-style-type: none"> <li>Ensure place projection data is reviewed termly, updated and communicated with relevant commissioning officers (LA SEND, Health including Therapies and Social Care).</li> </ul>	WH, AL	Ongoing-termly	SLT time	nil	<i>Place projection data updated and communicated with relevant commissioning officers</i>	GOV BOD, WH	<i>Place projection data shared with LA annually</i>
	<ul style="list-style-type: none"> <li>Establish regular reviews of provision with LA SEND, Health and Social Care commissioning officers based on student place and individual EHCP needs projection data.</li> </ul>	WH, AL	Annually - June	SLT time	nil	<i>Regular reviews of provision in place to ensure services and support continue to meet the needs of students now and in the future</i>	GOV BOD, WH	<i>Review of provision and Band Funding requirements to meet EHCP needs in progress</i>

# Beatrice Tate School – School Improvement Plan (SIP) – Impact Review

<p><b>Develop systems to ensure the implementation, tracking and evaluation of all behaviour support programmes are effective in minimising barriers to engagement and learning.</b></p>	<ul style="list-style-type: none"> <li>Ensure behaviour recording and analysis systems (e.g. Iris Adapt) are effective in capturing behavioural incidents accurately and in a timely manner.</li> </ul>	AL, EB	Annually - December	SLT time	nil	Behaviour recording and analysis systems (e.g. Iris Adapt) are capturing behavioural incidents accurately and in a timely manner.	GOV BOD, WH	Iris Adapt effective in analysing behavioural incidents
	<ul style="list-style-type: none"> <li>Utilise behaviour recording and analysis systems (e.g. Iris Adapt) to identify the impact and effectiveness of behaviour strategies and Behaviour Support Programmes.</li> </ul>	AL, EB	Annually - June	SLT time	nil	Behaviour recording and analysis systems (e.g. Iris Adapt) are effective in identifying the impact and effectiveness of behaviour strategies and Behaviour Support Programmes	GOV BOD, WH	Iris Adapt effective in identifying impact and effectiveness of BSPs
	<ul style="list-style-type: none"> <li>Develop a Behaviour Support action plan to ensure Teachers and Teaching Assistants have the skills to identify, analyse and develop effective behaviour support strategies and Behaviour Support Plans, via a rolling programme of Team-Teach training and individual targeted support.</li> </ul>	AL, EB	Annually - Rolling programme	SLT time	See Behaviour Support action plan	Teachers and Teaching Assistants have the skills to identify, analyse and develop effective behaviour support strategies and Behaviour Support Plans	WH, AL	Rolling programme of Team-Teach training for all class-based staff in place
<p><b>Maintain and develop collaborative working relationships with providers of post-school provision.</b></p>	<ul style="list-style-type: none"> <li>Develop effective collaborative working with Post-19 College provision to ensure positive post-school transition practices and outcomes, including the sharing of good practice between providers.</li> </ul>	DR	Annually - June	SLT time See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	Collaborative working with Post-19 College provision delivers positive post-school transition practices and outcomes  Establish partnerships with emerging Post-19 providers e.g. The Village School, Linden Lodge School	WH, AL	Collaborative partnerships established with New city College (Poplar), Hackney College and Alexandra Centre (Camden)
	<ul style="list-style-type: none"> <li>Consolidate links with day-centres and other providers to ensure positive post-school transition practices and outcomes, including the sharing of good practice between providers.</li> </ul>	DR	Annually - June	SLT time See <sup>3</sup> above TH Higher Education Grant	See <sup>3</sup> above	Collaborative working with day-centres and other providers delivers positive post-school transition practices and outcomes  Establish partnerships with emerging day-centre providers e.g. former Cherry Trees site	WH, AL	Ongoing collaborative partnerships with day-centres e.g. Apasen
<p><b>Establish and maintain school-led systems for moving</b></p>	<ul style="list-style-type: none"> <li>Establish and develop key school posts to lead and manage moving and handling assessment,</li> </ul>	AD	October 2022	See *above	See Surplus Plan 2022-2025	Key school posts established to lead and manage moving and handling assessment, monitoring and training	WH, AL	AHT, HLTA and STA trainer programme in place and

<b>and handling assessment, monitoring and training.</b>	<i>monitoring and training, including HLTA roles.</i>			<i>Surplus – STFF-RES</i>				<i>effective in delivering and monitoring safe and effective moving and assisting.</i>
	<ul style="list-style-type: none"> <li>Develop a Moving and Handling action plan to establish termly monitoring of moving and handling risk assessments and equipment.</li> </ul>	AD	Termly – Rolling programme	SLT time	nil	<i>Termly monitoring of moving and handling risk assessments and equipment in place</i>	WH, AL	<i>Moving and assisting risk assessments, plans and equipment in place.</i>
	<ul style="list-style-type: none"> <li>Develop a Moving and Handling action plan to establish a rolling programme of Moving and Handling training as well as individual targeted support as part of staff induction procedures.</li> </ul>	AD	Ongoing - Rolling programme	SLT time, HLTA time	nil	<i>Rolling programme of Moving and Handling training as well as individual targeted support in place</i>	WH, AL	<i>Rolling training programme in place to deliver safe and effective moving and assisting procedures.</i>
<b>Extend collaborative working relationships with Stephen Hawking School Outreach team, Phoenix Outreach team, as well as primary and secondary school SENDCOs.</b>	<ul style="list-style-type: none"> <li>Further develop effective collaborative working practices with Stephen Hawking School Outreach team and Primary school SENDCOs to identify prospective students across LBTH primary school settings.</li> </ul>	KO	Annually - April	SLT time	Outreach funded posts	<i>Collaborative working practices established with Stephen Hawking School Outreach team and Primary school SENDCOs to effectively identify prospective students across LBTH primary school settings.</i>	WH, AL	<i>Collaborative working practices in place e.g. SENDCO Forums/Networks, SENDCO Conference, Outreach intervention visits</i>
	<ul style="list-style-type: none"> <li>Develop effective collaborative working practices with Phoenix School Outreach team to ensure students are placed in the most suitable provision at transition points.</li> </ul>	KO	Annually – April, June, September	SLT time	Outreach funded posts	<i>Collaborative working practices established with Phoenix School Outreach team to ensure students are placed in the most suitable provision at transition points.</i>	WH, AL	<i>Collaborative working practices in place e.g. SENDCO Forums/Networks, SENDCO Conference, Outreach</i>

								intervention visits
<b>Establish and deliver a high standard of community and parental engagement, and outreach support.</b>	<ul style="list-style-type: none"> <li>Establish and develop key school posts to lead and manage community and parental engagement and outreach support, including AHT and HLTA roles.</li> </ul>	KO	October 2022	See *above Surplus – STFF-RES	See Surplus Plan 2022-2025	<b>Key school posts established to lead and manage community and parental engagement and outreach support</b>	LA, GOV BOD, WH	AHT, Teacher (p/t) and HLTA posts established (under review for 2023/24)
	<ul style="list-style-type: none"> <li>Identify learners on roll who experience ongoing barriers to attendance and develop effective intervention strategies, including regular home-learning visits, to minimise gaps in learning and progress.</li> </ul>	KO	October 2022	SLT time	Outreach funded posts	<b>Intervention strategies, including regular home-learning visits, in place to minimise gaps in learning and progress.</b>	LA, GOV BOD, WH	Significant Outreach case progression and impact demonstrated through case studies.
	<ul style="list-style-type: none"> <li>Re-establish an effective outreach provision to mainstream Secondary schools offering guidance, mentoring, training and collaborative support on a case-by-case referral basis.</li> </ul>	KO	December 2022	SLT time	Outreach funded posts	<b>Outreach provision to mainstream Secondary schools in place</b>	LA, GOV BOD, WH	Outreach intervention provision to mainstream Secondary schools re-established
	<ul style="list-style-type: none"> <li>Continue to offer a variety of high quality family learning, training and information sessions for parents and members of the school community to engage positively with the school.</li> </ul>	KO	December 2022	SLT time	Outreach funded posts	<b>High quality family learning, training and information sessions for parents and members of the school community in place</b>	LA, GOV BOD, WH	Rolling programme of 'coffee mornings', guest speakers and information sessions for parents in place

SIP 4.0 - School leaders and Governors will continue to develop their strategic roles to ensure the school and the governing body fulfils its statutory duties, including the requirements of the DfE White Paper and proposals outlined in the SEND Green Paper, so that the education that the school provides has a positive impact on all of its students.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Impact Review RAG
<p><i>School leaders and Governors will ensure that the school is well placed to continue to provide outstanding resources and curricula so that the education that the school provides has a positive impact on all of its students.</i></p>	<ul style="list-style-type: none"> <li>Approve updated School Improvement Plan (SIP) including Governor monitoring responsibilities</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>School Improvement Plan (SIP) including Governor monitoring responsibilities agreed and implemented</i>	RC, GOV BOD	Link Governor Visits and monitoring programme in place
	<ul style="list-style-type: none"> <li>Agree and implement SIP progress monitoring timetable via an annual Link Governor Visits Plan</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>SIP progress monitoring timetable agreed and implemented</i>	RC, GOV BOD	Link Governor Visits and monitoring programme in place. Link Governor visit deep-dive reports fed-back to FGB.
	<ul style="list-style-type: none"> <li>Ensure that the financial skills, knowledge and understanding of key staff and Governors is maintained and enhanced through appropriate Performance Development to support ongoing planning and financial management</li> </ul>	RC, WH	July 2023	BlueSky Education annual subscription Training and Development budget See <sup>o</sup> above	See <sup>o</sup> above	<i>Financial skills, knowledge and understanding of key staff and Governors is maintained and enhanced through appropriate Performance Development.</i>  <i>Increased Governor competence in Schools Finance</i>	RC, GOV BOD	Link Governors have excellent financial skills, knowledge and understanding to ensure effective monitoring of school finances.
<p><i>The Governing Body will implement a Governor training programme designed to meet the DfE competency framework.</i></p>	<ul style="list-style-type: none"> <li>Governors to complete the skills/competency audit against the DfE Competency Framework for Governance</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>Skills/competency audit against the DfE Competency Framework for Governance completed by Governors</i>	RC, GOV BOD	Skills/Competency Audit completed and Governor Development Plan in progress.
	<ul style="list-style-type: none"> <li>Governors to agree and implement an updated Governor Development Plan</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>Governor Development Plan agreed and updated</i>	RC, GOV BOD	Governor Development Plan in progress

	<ul style="list-style-type: none"> <li>Governors to agree priority areas of training to ensure all statutory requirements are met e.g. safeguarding, finance, health and safety</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>Priority areas of training are agreed to ensure all statutory requirements are met</i>	RC, GOV BOD	Governor Development Plan in progress
<b>The Governing Body will improve Governor engagement in national priorities to further develop their informed decision making, including the implications of the Education White Paper and SEND Green Paper.</b>	<ul style="list-style-type: none"> <li>Ensure Governors are aware and engaged in national education reforms, proposals and debates by the sharing of information and engagement in online forums.</li> </ul>	RC, WH	Ongoing	SLT time GB time	nil	<i>Governors are aware and engaged in national education reforms, proposals and debates so they can make informed decisions about the future of the school.</i>	RC, GOV BOD	Governor Development Plan in progress
	<ul style="list-style-type: none"> <li>Ensure Governors are aware of national education reforms and/or proposals and their implications for the school and it's Governance.</li> </ul>	RC, WH	Ongoing	SLT time GB time	nil	<i>Governors are aware of national education reforms and/or proposals and their implications for the school and it's Governance.</i>	RC, GOV BOD	Governor Development Plan in progress
<b>The Governing Body will increase Governor engagement with parents, staff and students.</b>	<ul style="list-style-type: none"> <li>Agree an annual Link Governor Visits Plan that meets strategic needs but also includes interaction with parents, staff and students.</li> </ul>	RC, WH	October 2022	SLT time GB time	nil	<i>Link Governor Visits take place, are documented and visits reported to FGB meetings.</i>  <i>Governors engage with parents, staff and students.</i>	RC, GOV BOD	Link Governor Visits and monitoring programme in place. Link Governor visit deep-dive reports fed-back to FGB