 **Three-year Improvement Plan 2019 - 2022**

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| **Values, Ethos and Purpose** | | |
| Our **Values** are:   * + Respect for the individual   + Value everyone’s contribution   + Commitment to collaboration   + Absolute integrity   + Ambition for excellence   + Professionalism in everything we do | Our **Ethos:** Woodlands is a happy and inclusive school where we celebrate all achievements. Well-being and success are only possible through mutual support and respect. | Our **Purpose:** to educate and empower our young people to develop the attitudes, skills and self-belief to succeed. |
| **Three Year Aims** | | |
| The Quality of Education | Provision is built upon an innovative and personalised curriculum which is informed by meaningful assessment for learning, and enhanced through collaboration. Teaching and learning will be consistently good or better. | |
| Leadership & Management | Driven by dynamic governance and strong leadership, the school collaborates with schools in a strong and resilient structure, where each child is a powerful learner and adults have the opportunities to learn and develop as teachers and leaders. | |
| Personal Development | All young people are enabled to achieve personalised outcomes in relation to education, employment, health, community engagement and independence. Provision consistently acts as an outstanding springboard for life after school. | |
| Behaviour & Attitudes | Young people will consistently demonstrate behaviours for learning through engagement in a curriculum that is focused upon self-advocacy, well-being and individual rights. | |
| Finance & Environment | Our response to external factors allows us to maintain our innovative and inspirational provision. The versatility of the environment is constantly evolved to enhance learning and well-being. | |

 

**Priority 2**

**Priority 3**

**Priority 1**

**1**

**Learning Improvement Plan 2019-20**

**Quality of Education**

All pupils to receive an individualised and progressive curriculum that allows for development and is well matched to their needs.

TLRHs, SLT

All students requiring specialist provision have it embedded through all parts of the curriculum e.g. communication aids, MSI, therapeutic needs.

LH, KH, LN, JF, PT

All staff know what students next steps are and what they need to do to progress. All staff aware of the learning intent of activities.

SB, Teaching Staff

Increase Outdoor Learning opportunities and consistency of the rigour and aspiration of delivery.

SB, BM, CF, PS, CH

Monitoring and analyses of impact of individual interventions to consistently evolve practice.

IP

Governance:

Audit skills and target relevant training.

Learning Walks to be consistently aligned with LIP priorities on a twice-termly basis.

LGs, IP

Pupil well-being relentlessly enhanced through focus upon PSHE, Protective Behaviours and mental health and through continual review of impact.

LH, JAB, Teaching Staff

Whole school attendance figure to improve by at least 1.5% through evolved intervention systems.

SB, PT, Teaching Staff

Staff well being & development:

Continued focus upon streamlining staff workload recognised by attainment of the Workload Charter.

Increase diversity of staff CPD pathways and collaborations.

SLT, Working Party

SLT

Pupils consistently provided with the opportunities to help prepare for next stages of life through a destination-led curriculum.

CH, LG, SB, Teaching Staff

Approach of staff and environment consistently enables students to self-regulate.

LH, PT, JAB, PH, Teaching Staff

Audit workload/skills to ensure SLT increasingly strategic.

SLT

**Personal Development**

**Behaviour and Attitudes**

**Effectiveness of Leadership and Management**

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| ../Unity_MAT_docs/Screen%20Shot%202019-05-03%20at%2007.50.26.png **Governor Learning Walks (draft) 2019-20**  C:\Users\perry.a2\Desktop\Unity logo.jpg | | |
| Autumn Term | Spring Term | Summer Term |
| Curriculum: Empower/Enrich/Employ  Pupil Progress Meetings | Communication  Sensory Curriculum & MSI  Diversity & Inclusivity | EHCP Outcomes  Pupil & Staff Voice  Pupil Progress Meetings |

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| **SIP Scrutiny 2019-20** | | | | |
| **Focus** | | | **Date** | |
| **Visit 1:** Curriculum; SEF - building the judgements | | | 18/9/19 | |
| **Visit 2:** Quality of Education: Intent, Implementation, Impact | | | 25/10/19 | |
| **Visit 3:** Behaviour & Attitudes | | | 6/11/19 | |
| **Visit 4:** Personal Development | | | 20/1/20 | |
| **Visit 5:** Leadership & Management | | | 26/2/20 | |
| **Visit 6:** EYFS & Sixth Form | | | 19/5/20 | |
| **Key:** | | | | |
| MSI = Multi-Sensory Impairment | SEF = Self Evaluation Form | EHCP = Education, Health & Care Plan | | LGs = Local Governors |
| SIP = School Improvement Partner | EYFS = Early Years Foundation Stage | SLT = Senior Leadership Team | | TLRHs = Teaching & Learning Responsibility Holders |