

**CHERRY OAK SCHOOL:****Area: Outcomes for Pupils****Aim: To set aspirational learning targets for pupils and support them to achieve their potential**

Ref.	Target	Milestones	Impact	End of Year Review
OfP 1	To review the way in which pupils across the school learn mathematics, and to develop the Mathematics curriculum accordingly	Sing and Solve introduced as regular weekly activity. Led by AF - Delegated to Liz Bradley-Adams Federation activity in collaboration with SW Mathematics Curriculum Group formed	Pupils' demonstrating increased expressive signed vocabulary for Maths  Pupils can generalise their signing to less familiar peers  Maths Curriculum Map updated	<b>ACHIEVED</b> Sing and Solve has been commenced and will be rolled out across Federation
OfP 2	To review transition processes at all stages taking account of the increased number of pupils	Preliminary work completed by EE Constantly being reviewed for effectiveness Difficulties with late notifications of new pupils and destination schools by SENAR	Children settle into new classes more quickly so learning progress is less disrupted. Teachers set challenging targets to extend pupils' learning, based on strong knowledge of strengths at the point of transition	<b>ACHIEVED</b>
OfP 3	To effectively include play as a valued learning strategy	Ongoing Relocate EYFS classroom to have direct access to playground Upgrade playground facilities	Observations that children are exhibiting more advanced cooperative and imaginative play skills and accompanying communication skills.	<b>ACHIEVED</b>
OfP 4	To review the impact of the sensory curriculum for high needs sensory learners	Informal evaluation in 2016-2017 indicated great success with this approach in Elm class. Now being extended and monitored by JHJ	Pupils in Elm and fern classes are much more settled and engaged in learning because the sensory curriculum and approach is meeting their sensory needs	<b>ACHIEVED</b>
OfP 5	To support newer staff to utilise a total communication approach to support pupil learning	CS leading on provision of communication training (COPE and Makaton) for staff and parents)	Pupils' communication skills are progressing well because they have excellent total communication modelled to them at all times.  They are able to access symbol boards to make requests wherever they are in school.	<b>ACHIEVED</b>

**Area: Teaching Learning & Assessment**

**Aim: To ensure that teaching is consistently outstanding and that pupil data is effectively used to support planning**

Ref	Target	Milestones	Impact	End of Year Review
TLA 1	To focus on the existing outstanding elements of teaching and learning, and deliver further support, mentoring and CPD to support this	Teaching over Time tracking to be introduced from October 2017, includes termly feedback to staff	All lesson observations are very good or outstanding meaning the pupils receive high quality teaching to support their learning	<b>ACHIEVED</b>
TLA 2	To effectively use assessment information to ensure appropriate differentiation for every pupil, taking into account their needs and interests	Being monitored through SOLAR (AF) with appropriate interventions being implemented and through Planning scrutiny and lesson observations. New version of SOLAR being implemented from September 2017 Preliminary thinking about how to develop bespoke assessment scheme based on Rochford recommendations for removal of P Levels.	All pupils receive education tailored to their level of ability, strengths and interests. All pupils are making very good to outstanding progress  Life Without Levels assessment methods still being developed nationally	<b>ACHIEVED</b>
TLA 3	To review our procedures for tracking the quality of teaching over time and to embed the new system	New Spreadsheet in place from October 2017 to track ToT across school, also termly feedback sheets to teachers Lesson observation forms reviewed and new versions in place.	Teachers are more engaged in their own professional reflection and improvement CPD programme is well matched to identified needs	<b>ACHIEVED</b>
TLA 4	To continue to ensure our assessment and reporting procedures follow national guidance, and to review it should it change in response to the Rochford Report	New version of SOLAR made available late September 2017. Outcome of Rochford Review made known late September 2017 Now we must develop our own bespoke assessment systems in line with Rochford recommendations	The latest version of SOLAR has had a number of glitches which has limited the possibility of writing bespoke assessment modules.  The Rochford Review assessment methods are still being trialled nationally and P levels have remained in place in the meantime.	<b>PARTIALLY ACHIEVED</b>
TLA 5	To review the school's homework policy and practice	Elm an Fern class parents consulted KS2 homework in place Some KS 1 classes have introduced homework	Parental voice has been heard and individual class teachers have responded with homework matched to family preferences. More work is still needed on this.	<b>ON TRACK</b>

TLA 6	To support staff in moving to version 3 of SOLAR and develop our own bespoke forms	Being led by AF (in collaboration with Federation colleague SW). New version was late, only being made available in late September 2017	Pupil progress data is consistently demonstrated through the collection of suitable evidence. Data is interrogated, to enable appropriate interventions to be put in place to ensure that pupils make good progress	<b>ACHIEVED</b>
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**Area: Personal Development, Behaviour & Welfare**

**Aim: To support pupils' mental health and wellbeing**

Ref.	Target	Milestones	Impact	End of Year review
PDB &W 1	To enable staff to identify and support pupils experiencing mental health challenges and identify strategies to support this	Partnership in place with Birmingham Forward Thinking for CPD around Mental Health Issues Educational Psychologist services extended (funded through Pupil Premium) to provide assistance in this regard CAMHS referrals in place as necessary	Staff training in mental health first aid and support from EPs results in better support for children showing symptoms of mental health issues. Staff feel better able to support pupils' emotional needs	<b>ACHIEVED</b>
PDB &W 2	To include mindfulness and relaxation in PSHE curriculum	Relaxation now features in regular PE lessons	Children are able to be still, to focus on self regulation. This carries over into calmer learning environments	<b>ACHIEVED</b>
PDB &W 3	To review the Sex and Relationships Education (SRE) curriculum and policy	New SRE Policy in place from July 2017	The breadth and depth of pupils' learning is increased, Statutory obligations met. Knowledge contributes to self-protective behaviours and appropriate social skills	<b>ACHIEVED</b>
PDB &W 4	To provide support to staff involved in Child Protection and Safeguarding through supervision and regular meetings	CL has completed CP Supervision course Termly Federation DSL meetings in place, led by DT AJ supporting AF as new Deputy DSL AF has taken on her own Safeguarding and CP caseload All CIN meetings and CP Conferences attended	Safeguarding Staff feel more supported and more competent to deal with safeguarding issues. Expert knowledge is shared The school is a safe place for its pupils	<b>ACHIEVED</b>

		Weekly monitoring of Internet usage with a focus on identifying any inappropriate use that might pose a safeguarding threat.		
PDB &W 5	To continue the provision of activities to support families	Full programme of family support activities drawn up for Autumn term (CS)	Families enjoy the social contact with other families Families report that they benefit from what they learn in COFFS sessions Quality of parenting is enhanced	ACHIEVED
PDB &W 6	To increase capacity for responding to Child Protection and Safeguarding issues with the increase in pupil numbers throughout the school	AF has completed Safeguarding training and is now Deputy DSL	DSLs support and back each other up in the absence of any member of the DSL team Safeguarding records are appropriately kept Safeguarding issues are prioritised for monitoring	ACHIEVED
PDB &W 7	To support new staff to implement the principles of positive behaviour support throughout the school	Addressed at induction and ongoing support being provided by JHJ who has been given additional management time to address Behaviour issues	Children are well supported to choose positive behaviours. Behaviour incidents reduced in frequency, intensity and duration Staff feel confident to identify behaviour triggers, interpret behaviour as communication, and respond with praise and rewards. Links between Team Teach De-escalation techniques and PBS are well understood.	ACHIEVED

**Area: Leadership & Management**

**Aim: To develop leadership skills at all levels to support school development and pupil success**

Ref	Target	Milestones	Impact	End of Year review
L&M 1	To fill vacancies on the Governing Board with people who match identified areas of need	All vacancies filled as at March 2018	Governance responsibilities being met by a complete and well balanced team of Governors	ACHIEVED
L&M 2	To embed the new administrative/ICT/Site structure to best support school development	New structure in place and being monitored New HR Manager took up post in October 2017	There have been constant staff changes but HR Manager is in place and support staff are consulted in further changes, increasing	ON TRACK

			morale and enabling them to feel ownership of their roles	
L&M 3	To complete the fit-out of the ICT hub and routinely use ICT resources for teaching and learning	ICT resources being routinely used for teaching and learning ICT Champion in place ICT Subject Specialist in place ICT Curriculum Team in place ICT Hub on hold until sufficient funds are raised to equip it properly.	ICT embedded into the curriculum. Pupils effectively use ICT for communication and as a motivating learning resource ICT Hub has not been fitted out but 12 new iMacs and digital cameras are in place for each classroom	Priorities changed and <b>ACHIEVED</b> with in-class facilities, not a hub
L&M 4	To complete the refurbishment of the playground areas	Phase 1 of installation of new playground equipment completed in August 2017	Children's gross motor skills are developing and cooperative play is observed	<b>ACHIEVED</b>
L&M 5	To achieve a balanced budget for future years without sacrificing educational excellence	Balanced budget in place for 2017-18 Cost savings measures in place CO has joined Governing Board Finance Working Party	Financial health achieved in 2017-18 through budget with small carry-forward surplus. In-year balanced budget being set for 2018-19	<b>ACHIEVED</b>
L&M 6	To identify and access new funding streams/fundraising opportunities	Friends of Cherry Oak has commenced and held 2 fundraisers / social events	Small increase in funds available for special projects	<b>ACHIEVED</b>
L&M 7	To review and update curriculum offerings across the school	Curriculum teams established to review all curriculum areas.	Curriculum Areas of Maths, Literacy, PDHPE have been updated. Other curriculum areas are yet to be updated owing to Head of School's absence for 6 months and other senior leaders having to pick up additional responsibilities. Appropriate curriculum streams available to appropriately support and challenge high sensory-needs learners and those who can access a modified national curriculum	<b>ON TRACK</b> for completion within the school year
L&M 8	To further extend the impact of the lead for behaviour and autism across the school	Behaviour Lead given additional management time to support staff in developing skills in behaviour support. CPD in place Team Teach training being delivered in Autumn term	Increased staff confidence and skill in meeting the needs of ASC learners. Fewer behaviour incidents Pupils benefit from suitable sensory curriculum an approach Sensory diets in place	<b>ACHIEVED</b>

		2 classes working together to develop the Sensory curriculum to support these learners		
L&M 9	Review the induction process for new staff	Induction carried out for all new starters. Federation induction process to be reviewed when new HR Manager is in place	All new staff have the information, knowledge and support they need to do their jobs effectively and feel confident in their new roles	ACHIEVED

**Area: Federation**

**Aim: To ensure a shared vision and identity across the Federation to maximise the support pupils**

Ref	Target	Milestones	Impact	End of Year review
FD 1	To hold at least one cross-Federation event for pupils each half-term	Sing and Solve Federation event planned Christmas activities will be cross-Federation	Buddies activities scheduled around special events meeting Federation Aims Cherry Oak pupils have opportunity to use facilities such as Snoezelen, soft play and hydrotherapy pool Pupils learn to participate in cooperative teams at sporting events	ACHIEVED
FD 2	To establish cross Federation group to develop sing and solve pack	AF and SW leading on this. Sing and Solve has been introduced at CO. Resource packs still to be developed	Pupils have opportunity to practice newly acquired expressive signing with less familiar peers	ON TRACK
FD 3	To develop a Federation Logo	On hold pending future role of College within the Federation	Design complete but awaiting final translation into computer image. Promotes the identity of the Federation	ON TRACK
FD 4	To participate in BEP Peer Review for School Development	First session being held at Dame Ellen Pinsent in early October (JF participating) JF and CL have completed Peer Review training	Schools receive support from informal networks to build school improvement through learning from each other	ACHIEVED
FD 5	To develop links with a variety of multi-school associations to promote school development, efficient use of resources and to	JF attended Banding Moderation Workshop in September 2017 JF appointed to Special Schools Forum	School improvement through shared learning and ideas	ACHIEVED

	ensure moderation, support and challenge	Participation in Senneleys Consortium and SSHA continues AHTs participate in DHTs group and curriculum groups		
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