



School Improvement Plan - 2019 – 2020

Part 1

- informed by school **SEF** 2019
- consultation with staff, Governors, parents and children (school council)
- sets out **SIP** - strategy and development planning for the next year 2019/20

Part 2

- sets out specific **Action Plans** for the year ahead 2019/20
- updated/amended throughout the year & reviewed annually

PART 1

COMMUNICATION IS KEY

Our Ethos

Our distinctive character, spirit and positive attitude will deliver a tailored, creative learning experience for every deaf pupil. Sustained by high professional and personal standards we will commit ourselves to the development of Royal Cross as a centre of excellence for deaf education.

Our Vision

Our vision is to guarantee specialist provision which will empower deaf children and prepare them for the modern world.

Our Aims

- To nurture successful and confident learners.
- To develop independent and responsible citizens.
- To foster strong and positive family relationships.
- To build a strong, effective team of specialists in deaf education.
- To provide children with an excellent education in a caring & understanding environment through a creative curriculum.

Educational Partnerships

We will work in partnership with parents and colleagues, supporting our children ...

- To feel safe – online & in the world
- To do well – progress & achieve
- To be happy – well-being & self-esteem
- To be healthy – emotional & physical
- To be listened to – to have a voice & a language

School Context

Lancashire's school for deaf children is a community special school, based in Preston but with pupils from across the county. Royal Cross provides education for deaf children aged 3 – 11 and pupils with Speech Language Communication Needs (SLCN) who can benefit from our provision. Most our pupils have Hearing Impairment (HI) plus additional factors and therefore require specialist provision for their communication needs.

We are an outward looking school, willing to share our HI specialist skills and expertise with others to support the inclusion of HI pupils and training of Teachers of the Deaf (TOD). Our outreach service to mainstream and special schools was developed in line with Quality Standards 2012/13.

We also offer a range of courses to families and professionals to raise deaf awareness, basic communication skills and teaching strategies.

As a small school, we constantly review our commitments to ensure a balance between capacity to sustain high quality service delivery whilst maintaining standards within school. We are also aware of the need to ensure adequate funding is available given the fluctuating numbers of pupils within the school.

Our partnership working is a strength at every level, including leadership networks with mainstream and special schools, an inclusion programme, creative partnerships and collaboration between the Speech & Language Therapy (SALT), TOD and specialist Teaching Assistants' (TA) on pupils' individual communication targets. We are also involved in Teaching School Alliances & have links with Initial Teacher Training (ITT) (Edge Hill).

Royal Cross is a school that continually strives to improve the quality of teaching & learning and standards of educational attainment particularly Literacy, Numeracy and communication skills (including Computing).

We have developed a successful programme of home visits to increase parental engagement. In addition, we have developed a range of strategies to keep parents informed and in daily contact with children's' achievement. We have supported families to have access to instant messaging and photo news through Class Dojo, alongside text messaging services and individual class email accounts. This form of electronic communication has proven highly successful with parents and become the favoured mode of communication alongside home visits (Parental questionnaire feedback 2018).

Awards

Fluctuating budgets means that we must be cautious in the number of awards we are able to subscribe to, but we maintain an outward looking focus towards celebrating school achievements.

- Arts Mark was awarded in 2014 and RCPS continues to work towards renewing this from September 2019.
- In 2014 RCPS achieved the 360* Degree Safety Certificate for Commitment to Safety Online.
- In 2017 RCPS achieved the 360* Degree Safety Certificate for Progression to Safety Online.
- In 2018 RCPS achieved the GOLD Award on the Woodland Trust's Green Tree School's Award.
- In 2018 RCPS achieved the 'We are working towards the Arts Award' certificate.
- In 2019 RCPS achieved the EAL Language Mark for schools in recognition of the high-quality language work that is embedded within our policies & practice.
- June 2019 awarded Outstanding in Ofsted inspection.
- Currently working towards achieving the Online Safety Mark. This will be developed 2019/20

Effectiveness of SIP 2018/19

Key Priority	Targets achieved	Follow up action 2019/20	Comments
To increase parental attendance at EHCP review meetings & to online safety workshops	Achieved.	<ul style="list-style-type: none"> • Continue to focus on Online Safety workshops for parents with children. Involve Governors + PTFA 	<ul style="list-style-type: none"> • Attendance at EHCP annual reviews improved - 20/21 parents attended. Other parent came into school at an alternative date to discuss. • Online safety: Improved. Parent workshops held attended by pupils / governors. • Photos shared on web site. • More parents now attending 'Stay & Compute' - sessions where Online Safety information shared. • Online safety will 'sit' within the new updated RSE policy - following statutory guidance. It will remain as an area to be addressed within computing and as part of safeguarding.
Expand Royal Cross Educational Provision.	Achieved.	<ul style="list-style-type: none"> • Develop Stay & Play sessions (successful in placing pupils at RCPS) - monthly. • Extend pre-school provision to incorporate 2-year olds without EHCP. • Source cost effective training for EYFS staff at a local outstanding provider 	<ul style="list-style-type: none"> • Outreach - school/school support has generated some income and raised profile. More uptake so far (Sep. 2019). • Deaf Instructor - package provided for a BSL assessment for a pupil in mainstream alongside Deaf Awareness for a medical centre (Sep.2019). • BH now trained as LA SEND Reviewer - potential to work with mainstream schools to better support HI/Deaf pupils within mainstream. This could bring in additional income. • Early Years - numbers growing & interest in pre-school places: Improving

		with pupils with a range of SEN (SLCN)	<ul style="list-style-type: none"> Stay & Play sessions growing. Regular sessions now established. Links continue with newly formed NDCS local group. Pre-school nursery is ready for intake of pupils. Ashton Community Science College school / school support began Sep. 2019. Review planned with ACSC SLT December 2019.
Distribute leadership across school & provide leadership & management opportunities.	Achieved.	<ul style="list-style-type: none"> Further develop roles of subject leaders in line with the new Ofsted framework Sep. 2019. Further develop Action Research as part of class team's professional development. Further develop Curriculum Impact studies across class teams as part of professional development. 	<ul style="list-style-type: none"> English subject leader - funding allocated to spend on reading. Resources identified & purchased for library & EAL resources. Maths subject leader - funding identified to spend on maths resources & on whole school staff maths workshop. Subject leaders action plans in place and reviewed Spring term - learning walks & 'Book Looks' timetabled alongside peer coaching. Deputy hosting local area SENCO Network cluster and attending SENCO accredited training (national qualification). School to school moderation meetings to support subject leadership skills. Support staff & teachers successfully involved in delivering 'in-house' training covering a range of subject areas 2018/19. Training Bursary - £200. Awarded to HLTA for gardening/science. HLTA is now leading partnership work with Big Dig (Preston) & has registered school with the Schools RHS. This will be awarded again in January 2020. HLTA is on an Apprenticeship scheme - PE & Sport in schools (NVQ Level3). HLTA is working in partnership with a teacher to lead PE/Sports. Some class teams completed Action Research - professional development. Curriculum impact Studies - class teams have produced several short 1-page profiles to evidence the impact of the school's wider curriculum. Regular meetings established with Deputy/ Head + Chair of Governors SBM involved as part of the SLT meetings around School finance.
Strengthen & embed whole school approach to the teaching of phonics.	Achieved.	<ul style="list-style-type: none"> Develop a whole school teaching approach to language that incorporates a structured programme to the teaching of reading/writing/spelling. Work with an external consultant to support English subject leader. 	<ul style="list-style-type: none"> School library stock updated & old stock (10 years) removed & some new books purchased. Old books to be re-cycled to a charity nominated by Chair of Governors. English Subject leader - delivered visual phonics training to staff & families. Pupils continue to achieve certificates/book-marks for reading. Phonics screening will provide useful internal data for measuring impact of raised focus on phonic teaching. Stay & Learn sessions completed and well attended (including dads).
Further improve safety and wellbeing of pupils through PSED/ Communication focus.	Achieved.	<ul style="list-style-type: none"> Review deaf studies curriculum to ensure the focus isn't only on the past but on the future requirements if young deaf learners. Update the PSHE curriculum / SOW/ Policy in line with DfE requirements for Sep. 2020. 	<ul style="list-style-type: none"> New PHSE policy & curriculum being developed for September 2020. School bought into PHSE Association subscription. Key staff member attending LA Special Schools PHSE Network. Successful links with Deaf Instructor established & continue. Links made with More Music to develop expressive poetry & physical theatre using BSL.

			<ul style="list-style-type: none"> Deaf Governor attended Deaf Awareness week & held story telling & signed conversations with children. Deaf awareness led by Deaf member of staff - providing + deaf role models. Governors, pupils, staff and parents provided a list of recommended values. These will be used to develop a whole school value framework to underpin the school curriculum (currently being developed/updated). Monday afternoon continues as a "Creative Arts" focus - Drama & BSL. NDCS 'Healthy Minds' programme continues to be successful & case studies are being developed by LH as a means to assess impact. This is linked to the ENCOMPASS project (now live).
<p>Improve learning outcomes & attainment for all pupils.</p> <p>Subject Focus:</p> <p><i>Reading/Phonics</i></p> <p><i>Maths (Number)</i></p>	Partially achieved.	<ul style="list-style-type: none"> Ofsted recommendations (June 2019) - incorporate them into SIP key objectives 2019/20. Provide more challenge/opportunities for pupils in English and Maths. 	<ul style="list-style-type: none"> Ofsted identified areas for development at upper KS2 for challenge in Maths/Writing. This is part of SIP key objectives 2019/20/ Reading: Successful workshops taken place, staff / families. School library - new books purchased; story sack storage sorted; library book display unit purchased; school library club running; school librarians appointed. Assessment for reading (B Sq2) embedded. Regular programme of training established for all staff. Maths: Positive feedback from school staff inset (external trainer) on practical ways to teach place value. (+ feedback & suggestions for resources) Maths Policy updated & a calculation policy developed & shared with staff. New Maths games purchased for outdoors; classroom equipment. Assessment for Maths (B Sq2) established. Whole school Creative Maths Week was very successful. Thanks to the HLTA staff who organised & planned the week. Thank you to all the support staff who worked well as a team to support this for the children. Maths displays are established in classes and on corridors to showcase work being done & raise profile. Peer to peer - staff support established within school. Staff meetings allocated to discuss/plan/timetable with subject leaders. Appraisal process used lesson observations to identify strengths & enthusiasms for sharing. Class team meetings developed to include Action Research projects. Class teams - involved in assessment development & supporting pupils discussions

Review of Premises Improvement 2018/19

Playground	Action	Follow up action	Comments
	<ul style="list-style-type: none"> Additional seating areas for children. 	<ul style="list-style-type: none"> Maintain site supervisor roles 	<ul style="list-style-type: none"> Site security continues to – working in partnership with local community police to minimise local vandalism.

	<ul style="list-style-type: none"> • Communication friendly spaces. • Sensory area 	<ul style="list-style-type: none"> • Further develop partnership working with Dig In Preston. 	<ul style="list-style-type: none"> • Outdoor learning provision enhanced by the maintenance of a wild garden. Pupils/parents/Governors took part in gardening themed day to look after & • KS1 outdoor provision had new equipment & outdoor furniture – Sports Premium budget to enable access to outdoor area to pupils with mobility difficulties. • Partnership with working with Dig In Preston to develop a sensory garden area, mud pit for EYFS and additional planting. • Seating area set up in wild-life garden (Preston Dig In). • Outdoor seating painted thanks to Governors.
Outdoor Area	<ul style="list-style-type: none"> • Maintain wild garden area & living willow • Establish hanging baskets around school • Forest School development 	<ul style="list-style-type: none"> • Involve Preston Dig In to supply Spring planting around school as a more cost effective way of decorating school. • Follow up routine tree maintenance. 	<ul style="list-style-type: none"> • Annual community garden event successfully supported, and pupils/ staff / governors involved. • Forest schools successfully established as an annual event in school.
School Entrance Area	<ul style="list-style-type: none"> • New planters with all year-round colour. • Additional planting & hanging baskets. 	<ul style="list-style-type: none"> • Involve Preston Dig In to supply Spring planting around school as a more cost effective way of decorating school. 	<ul style="list-style-type: none"> • Entrance area to school made attractive to create a welcoming area for visitors and families.
Ongoing Re-decoration & Refurbishment	<ul style="list-style-type: none"> • Classroom decorating KS2 • Ceiling leak in KS2 classroom • EAL resources/posters around school. 	<ul style="list-style-type: none"> • Carry out routine governor H&S walkthroughs. 	<ul style="list-style-type: none"> • H&S policies have been updated as new guidance is published – including Legionella check. • Safety checks completed for all key areas (see H&S file). • New visible fire alarms (flashing light)- & class bell alarms fitted/repared – ‘Lock-down’ emergency plans practiced. • KS2 classroom decorated after repair of roof leak. • Classroom walls ‘touched up’ following removal of interactive white boards. • EAL resources / displays displayed around schools.
IT Equipment	<ul style="list-style-type: none"> • lap tops - teachers • Purchase new radio aid equipment - KS1/2. • Clever touch TV - EY & KS1 class 	<ul style="list-style-type: none"> • Explore funding streams to update Wi-Fi access. 	<ul style="list-style-type: none"> • Laptops purchased for teaching staff - replacement/ updating programme. • Additional mini-iPad purchased for HLTAs to help with planning/workload. • School mobile phone secure storage purchased for staff. • New radio aid technology purchased as part of updating technology programme. • Portable Soundfield systems purchased for 2 x classrooms.
Furniture	<ul style="list-style-type: none"> • Replace damaged / old tables & chairs. 	<ul style="list-style-type: none"> • Explore funding streams for seating in library area. 	<ul style="list-style-type: none"> • New table purchased to support new lower KS2 class needs.
General maintenance Brick work External maintenance	<ul style="list-style-type: none"> • Clean gutters • Clean / treat canopies in EY & KS1 • School buildings maintained to a high standard as part of good upkeep. 	<ul style="list-style-type: none"> • Better system of maintaining gutters needed. Monthly clearing needed by site supervisor. • Better guttering design for LKS2 outdoor play areas to maintain good order of outdoor equipment. (Playsound) 	<ul style="list-style-type: none"> • Ongoing work by site supervisor - maintenance carried out.

Audit / Self-Evaluation

Audit

- Health & safety walk-round
- Playground safety checks
- SFVS
- Premises Compliance
- Subject Leader walks
- Subject Development Plans
- Parental advice forms
- Parent questionnaires
- 360 Degrees Online safety self-audit
- Safeguarding (2019)

Discussion

- Staff INSET/Staff meetings
- SIP advisor
- Pupil Progress Meetings
- Governing Body
- Parental questionnaires
- School Council meetings
- Parent workshops

Consultancy

- School Advisor
- Membership of networks
- EY Special Schools Progress Matters
- Early Help
- NWSSH group
- LSSHTA
- ACE cluster
- NAHT (SEND)
- NWSSCAP

Parental issues.

- Areas for improvement identified from SEF OFSTED Report June 2019.
- Parental Questionnaires
- PTFA
- Home visits programme
- EHCP Annual Review meetings
- School based events (informal)

Evaluation.

- Data analysis/tracking
- SEF
- Performance Management
- Target setting/tracking
- Scrutiny of pupil's work/books
- Learning walks/lesson observations
- Monitoring records
- Subject leaders Plans
- National Strategies Progression Guidance Data Sets
- School to school moderation groups

Priorities for Improvements 2019/20

OFSTED recommendations: -

- Pupils – challenge in writing
- Pupils – challenge in Mathematics
- Pupils – opportunities for independent writing
- Roles subject leaders - (new Ofsted framework)
- Online safety - wellbeing of pupils
- Expansion of RCPS provision

School Development Plan - 2019 – 2020 - Overview

	Quality of Education	Personal Development	Behaviour & Attitudes	Leadership & Management	Ofsted Recommendations	Future of RCPS
Key Priority	<i>To further develop the school curriculum to ensure relevance, challenge and personalised learning</i>	<i>To provide a child centred approach to learning that ensures all our pupil's cultural; physical and mental wellbeing needs are met, and they develop an understanding of how to stay safe.</i>	<i>Promote a whole school ethos whereby staff, pupils and families share a positive and respectful culture</i>	<i>To maintain high standards in all areas and embed the roles of both the Senior Leadership Team and subject leaders to be strategic in their roles</i>	<i>To provide more challenge in English & Mathematics & increase opportunities for children to develop their independent writing & their use/application of number skills.</i>	<i>To develop an outstanding Educational Service for deaf/HI pupils across all key stages of provision to include, Early Years, secondary school & school to school support.</i>
Focus Areas (*see SIP Action Plan for detail)						
	<ul style="list-style-type: none"> • Parent programme of curriculum support through Parent workshops. • Reading / Writing • IT/computing • Maths 	<ul style="list-style-type: none"> • Whole school involvement in the Safer Internet Day 2020. • NSPCC involvement in assemblies • Staff training on online safety. 	<ul style="list-style-type: none"> • Training opportunities for staff CPD in leadership workshops. • Values - school policy/certificates led by PHSE lead. 	<ul style="list-style-type: none"> • Annual timetable of subject monitoring as part of annual key dates calendar. • SLT monitor teaching & learning as part of performance 	<ul style="list-style-type: none"> • SLT / Teachers / monitoring of maths / English. • Headteacher / governing body discuss SIP key objectives and action plan. 	<ul style="list-style-type: none"> • New resources for the Nursery provision. • EYFS Stay & Play sessions -monthly events. • EYFS nursery provision to include 2 year olds.

<ul style="list-style-type: none"> • BSL sign workshops (communication). • Online Safety curriculum. • PHSE curriculum. • Establish a whole school consistent approach to the teaching of reading • Monitor the teaching of reading • Work alongside an external consultant to support the development of a language curriculum specific to the needs of pupils at RCPS. • Training bursary available to all staff upon application. • Apprenticeships open to all staff - access to specialist training at no cost to school. • SENCo training. 	<ul style="list-style-type: none"> • Relationships & Health Education Policy embedded throughout school. • PHSE policy updated in line with additions - Online Safety. • 1:1 sessions for vulnerable pupils led by RCPS mental health lead on a regular basis. • Monthly 7-minute safeguarding briefings for all staff / governors. • Training on CPOMS. • Raise profile of sign communication across school. • Deaf Studies curriculum to include online safety. 	<ul style="list-style-type: none"> • Weekly briefings with opportunities to bring up items for professional discussion (rather than dates etc.) • Calendar of key dates and assessments shared with teachers to help prioritise workload. • Staff access to school secure email and SharePoint - communication channels. • SLT meetings with Governors - collaborative working. • Subject leader meetings with Governing Body - collaborative working. • Subject leaders leading pupil progress meeting - support for class teams. • Subject leader monitoring - peer coaching/support. 	<p>management, including annual appraisal in line with Lancashire's policy.</p> <ul style="list-style-type: none"> • Pupil progress meetings led by subject leaders. • Head to attend Preston cluster training. • Peer supervision to support all staff. • Subject leaders attend governor curriculum committee meetings. • Consistent approach to monitoring of curriculum areas, including Bs2 data analysis reports. • Subject leader pupil progress meetings with class teachers. • Programme of in-house staff training in action and timetabled for the year to share good practice, skills and knowledge. • DHT - attend some admission panel meetings & a range of LA SEND/ finance meetings. • RCPS member of staff with the national SENCo qualification. 	<ul style="list-style-type: none"> • Subject leaders meet with class teacher & SLT to monitor subject teaching & learning. • SLT meetings with Chair of Governors to discuss curriculum development/progress of more able cohort. • Monitoring visits by governors (learning walks etc.). • Internal moderation to use Exciting Writing books rather than 1 piece of work. • Staff training to support sharing of good practice and sharing of skills. • Peer coaching to support individual staff. • Action research - class teams to identify areas to improve; identify actions and evaluate impact. 	<ul style="list-style-type: none"> • Staff training in nursery provision. • SLT support for ACSC (local secondary DSD). • School to school support for HI pupils across special/mainstream schools/Inclusion Service • Promote specialist deaf support services across different multi-agency settings. • Reach out to Inclusion Service to discuss options for extending/securing provision of deaf education services across Lancashire. • Strengthen links with UCLAN's deaf studies department. • Develop links with Tor View Teaching Alliance Initial Teacher Training support for ITT • Social media - publicise RCPS provision. • Advertise EYFS Stay & Play sessions and Nursery on NDCS FB page.
---	--	--	--	--	---

	Quality of Education	Personal Development	Behaviour & Attitudes	Leadership & Management	Ofsted Recommendations	Future of RCPS
2020/2021	To further develop the school curriculum to ensure relevance, challenge and personalised learning	To provide a child centred approach to learning that ensures all our pupil's cultural; physical and mental wellbeing needs are met, and they develop an understanding of how to stay safe.	Promote a whole school ethos whereby staff, pupils and families share a positive and respectful culture	To maintain high standards in all areas and embed the roles of both the Senior Leadership Team and subject leaders to be strategic in their roles	To provide more challenge in English & Mathematics & increase opportunities for children to develop their independent writing & their use/application of number skills.	To develop an outstanding Educational Service for deaf/HI pupils across all key stages of provision to include, Early Years, secondary school & school to school support.
	Review impact of school curriculum. Review pupil outcomes against evidence of progress/challenge.	Review impact of new P&HE policy alongside PHSE. Review impact of updated Computing / Deaf Studies curriculums on pupil's wellbeing.	Review impact / embed school's values policy. Review staff morale and impact of a positive peer coaching programme.	Review impact of subject leaders on teaching & learning across curriculum areas. Review impact of having a qualified SENCo in school.	Review pupil outcomes in writing / mathematics from starting points September 2019 - July 2020. Review SEF with focus on updated Ofsted Framework (September 2019).	Review impact of RCPS as a specialist service for deaf/HI/SLCN pupils across Lancashire. Review 3 year projected budget against 2019/20

Premises Development – 2018 – 20 Overview

Year 3: 2019/20

Playground development	<ul style="list-style-type: none"> Extra seating areas for children, communication friendly spaces. Playground equipment review/update Maintain Gymn equipment. 	Ongoing decorating and refurbishment	<ul style="list-style-type: none"> Refurbish library / seating areas. Classroom decorating KS2 / EYFS Communication friendly spaces around school.
Outdoor area	<ul style="list-style-type: none"> Maintain wild garden area & living willow Maintain hanging baskets around school Tree maintenance Forest School seating/fire pit. New shed / gardening storage. 	IT Equipment	<ul style="list-style-type: none"> Replace class laptops / additional/replace iPads Upgrade Wi-Fi Purchase 2x Soundfield systems
School entrance area	<ul style="list-style-type: none"> Additional signage to entrance. Maintain planters with all year-round colour. Landscape front borders. 	Furniture	<ul style="list-style-type: none"> Replace damaged / old tables & chairs. New seating for staff room.