



## Overview of the School Development Plan Key Priorities 2020 – 21

Copy to all governors and staff – displayed in all classrooms/staffroom/resource room.

### SIP Actions affected by restricted opening from March 2020 - COVID-19

The **key priorities** for improvement for the coming year are:

- Key Priority 1**
  - **Quality of Education:** Further develop the school curriculum to ensure relevance, challenge and personalised learning.
- Key Priority 2**
  - **Personal Development:** Provide a holistic approach to learning that ensures all our pupil's cultural; physical and well-being needs are met as they re-engage with face to face learning and develop an understanding of how to stay safe.
- Key Priority 3**
  - **Behaviour & Attitudes:** Implement a holistic approach to the wellbeing and recovery of all our pupils by working alongside the PSHE / RHE curriculum to support the personal and emotional needs of the child within a safe, positive and respectful culture.
- Key Priority 4**
  - **Leadership & Management:** Share a clear and ambitious vision for providing an exceptional quality of education to all our pupils realised through strong, shared values, curriculum leadership, relevant policies and practice.
- Key Priority 5**
  - **Ofsted Recommendations:** Provide more challenge in English & Mathematics & increase opportunities for children to develop their independent writing & their use/application of number skills.
- Key Priority 6**
  - **Future of Royal Cross Provision:** Develop an outstanding Educational Service for deaf/HI pupils across all key stages of provision to include, Early Years, Primary provision, secondary school & school to school support.

## Key Priority 1: To further develop the school curriculum to ensure relevance, challenge and personalised learning.

Links to: Quality of Education

Source: Parental attendance monitoring - Parenting workshops. Parental / pupil questionnaire - Covid-safety measures.

### Actions

- Review the curriculum - produce a summary of the different aspects with a focus on the intent, implementation and intended impact.
  - Include elements of a Recovery Curriculum - taking into account recent 5 losses in education.
- Timetabled programme of monitoring of teaching and learning (challenge for more able pupils) by SLT, including appraisal, lesson observations, drop in sessions and walk around.
- Involvement of staff / Governors' views for staff / parent training workshops 2020/21.
  - New ways of accessing training explored in line with Covid - safe guidance.
- Parent programme of curriculum support through Parent workshops. Yearly timetable drawn up with subject leaders.
- Reading workshops
  - Writing workshops
  - Online safety
  - IT/computing workshops
  - Maths workshops
  - Phonic workshops.
  - BSL sign workshops (communication).
- Embed the updated IT/Computing curriculum and scheme of work to better reflect the needs of RCPS pupils.
  - Review resources & funding streams.
  - Update the Online Safety curriculum.
  - Incorporate Online Safety into PHSE curriculum.
  - Parental virtual online safety event (NDCS).
- Embed the updated English curriculum to include Reading, Writing, Spelling, Vocabulary across school.
- Set up a social sign language group as part of the PHSE/RHE SOW.
  - Update the Deaf Studies curriculum to prepare for modern world.
  - Create a sign language programme specific to needs of RCPS pupils.
- Monitor the teaching of reading across school.
  - Workshops to support staff and parents in updated scheme of works.
- Increase opportunities for children to take part in a range of physical activities.

## Key Priority 2. Provide a holistic approach to learning that ensures all our pupil's cultural; physical and well-being needs are met as they re-engage with face to face learning and develop an understanding of how to stay safe.

Links to: Personal Development

Source: EYFS numbers, SEND Service meetings, Panel meetings, Outreach feedback, staff meetings, DfE guidance.

### Actions

- Termly online safety virtual workshops/information for families.
  - Online safety incorporated into the curriculum for Computing, Deaf Studies and PHSE/RHE.
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- Whole school involvement in the Safer Internet Day 2020.
  - NSPCC involvement in training.
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- Staff training on online safety regularly updated.
  - Governors / SLT invited to attend Yearly online safety briefings.
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- Relationship & Health Education policy written & agreed with parents/governors/SLT.
  - Relationships & Health Education Policy embedded throughout school Continued focus of wider curriculum – ensuring new Relationships & Health Education Policy embedded throughout school.
  - PHSE scheme of work updated to reflect new additions (R&HE + Online safety).
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- Continued 1:1 sessions for vulnerable pupils led by RCPS mental health lead on a regular basis.
  - Linked log to any incidents to ENCOMPASS reports.
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- Monthly 7-minute safeguarding briefings for all staff / governors covering all aspects of CP and incorporating online safety.
  - Regular updated training on CPOMS.
  - Statutory safeguarding training updated through external provider.
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- Raise profile of sign communication across school.
  - Review and update the Deaf Studies curriculum to include online safety to include deaf role models; careers; modern 'outlook'.
  - Incorporate emotional resilience from a deaf perspective taught through Deaf Studies.

## Key Priority 3: Implement a holistic approach to the wellbeing and recovery of all our pupils by working alongside the PSHE / RHE curriculum to support the personal and emotional needs of the child within a safe, positive and respectful culture.

Links to: Behaviour and Attitudes

Source: SLT/subject leader meetings, staff meetings, TA meetings, Performance Management, peer/peer mentoring

### Actions

- Agree whole school training plan for staff and virtual sessions for parents with opportunities for support for all staff.
  - New staff induction - including deaf awareness.
  - Staff training on age appropriate BSL vocabulary around safeguarding.
  - Produce an annual timetable a programme of staff training for staff / families.
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- Establish a whole school supervision programme.
  - Identify trained facilitators to lead peer group sessions.
  - Purchase resources to help support conversations.
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- Embed a whole school Values Policy as parts of PHSE curriculum.
  - Raise Profile of School values & involve school council in celebrating achievements.
  - Award Value certificates to pupils in celebration assemblies.
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- Raise awareness of all SEN needs represented within school - through assemblies & National Campaigns.
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- Weekly briefings shared with all staff with opportunities to bring up items for professional discussion (rather than dates etc.)
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- A calendar of key dates and assessments shared with teachers.
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- SLT ensure all staff have access to school secure email and SharePoint.
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- SLT meetings with Governors
  - Curriculum leaders update Governors on key curriculum developments through termly curriculum Governor meetings.
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- PHSE/RHE lead pupil progress staff meetings.
  - Deaf Tutor to lead Deaf Studies curriculum updates to Governors on how RCPS is preparing our deaf pupils for the modern world and for transition to secondary school.

## **Key Priority 4. Share a clear and ambitious vision for providing an exceptional quality of education to all our pupils realised through strong, shared values, curriculum leadership, relevant policies and practice.**

Links to: Leadership and Management

Source: Feedback – SLT/curriculum leader meetings, Data analysis/self-evaluation

### **Actions**

- Publish an annual timetable of subject monitoring as part of annual key dates calendar.
- SLT monitor teaching & learning as part of performance management, including annual appraisal in line with Lancashire's policy.
- Pupil progress meetings led by curriculum leaders.
- SLT access supportive peer networks and CPD
- 'Open Door' policy for meeting with HLTA /TA staff – as needed & identified by individual staff.
- Curriculum leaders attend governor curriculum committee meetings in delivering updates in their subject areas / action plans / pupil progress.
- Embed a whole school consistent approach to monitoring of curriculum areas, including Bs2 data analysis reports.
- Curriculum leaders collect subject data termly for the purpose of pupil progress meetings with class teachers.
- SLT support curriculum leaders in using Bs2 through offer of 1:1 meeting and to help navigate Bs2.
- 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.
- SENCo to work collaboratively with a range to external professionals to strengthen the effectiveness of the EHCP process.
- New governors have appropriate induction Training.
- Training link Governor (BH) shares links with training opportunities.
- Regular training held at school by Chair of Governors (COG), SLT & curriculum leaders.
- School web site has training links for all GB members to access.
- Training file & record kept updated in school.

## Key Priority 5: Provide more challenge in English & Mathematics & increase opportunities for children to develop their independent writing & their use/application of number skills. (Ofsted June 2019)

Links to: Ofsted Recommendations.

Source: Data analysis/self-evaluation, SLT/subject leader meetings, Staff meetings, Inter-school networks

### Actions (RAG rated)

- Curriculum leaders timetabled monitoring of English for impact and progress (challenge)
- SLT / Teachers / monitoring of maths for impact and progress (challenge)
- Headteacher reports to Governing Body - updates on SIP.
- Headteacher to meet with governing body to discuss SIP key objectives and action plan - focus on strategic direction.
- Curriculum leader's produce data/pupil progress reports.
- Curriculum leaders meet with individual class teachers to discuss pupil progress with a focus on more able.
- SLT meetings with Chair of Governors (COG) to discuss curriculum development/progress of more able cohort.
- Monitoring visits by governors (learning walks etc.) to look at impact of teaching & learning against pupil progress.
- Focus led walks led by SIP objectives and Ofsted recommendations - focus on challenge for more able.
- Subject leaders attend local moderation meetings whenever possible (Covid)
- Internal moderation meetings.
- Internal moderation to use Exciting Writing books rather than 1 piece of work.
- Regular sign vocabulary training for staff – linked to current school topic.
- 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.
- Class teams to present as part of training cycle.
- Curriculum Impact evidence collated & shared with Governing body.

**Key Priority 6. Develop an outstanding Educational Service for deaf/HI pupils across all key stages of provision to include, Early Years, Primary provision, secondary school & school to school support.**

Links to: Future of Royal Cross School - Financial Sustainability

Sources: Data analysis/self-evaluation, Feedback – SLT/subject leader meetings

**Actions**

- Extend sessions of EYFS Stay & Play sessions to incorporate new Covid measures - virtual activities and meetings.

- Establish nursery provision through increased publicity and provision.
- Work with LA Inclusion service to identify nursery pupils who would benefit from provision.

- Develop SLT support for ACSC (local secondary DSD).
- Review with Head/SENCo at ACSC December 2020.

- Promote school to school support for HI pupils across special/mainstream schools/Inclusion Service
- Update fliers and information
- Share information with SEND specialist teaching service.
- Share with special school's heads.

- Promote specialist deaf support services across different multi-agency settings.
- Update fliers and information
- Share information with multi-agencies.
- SENCo to develop collaborative working with LA SENDO & Ed. Psych.

- Strengthen links with UCLAN's deaf studies department.
- Present information to student group.
- Explore virtual invite students to RCPS
- Develop links with Manchester University (Teacher of the Deaf Training) - offer placements.

- Work with local publicity & social media platforms to publicise RCPS provision in a + way.
- Work with nominated governor on a regular basis to maintain a high profile.
- Advertise Virtual activity sessions and Nursery on NDCS FB page.