



School Improvement Plan

September 2024 – July 2025

Part of Nexus Multi Academy Trust

Contextual Factors

Specific contextual factors impacting on the school this year:

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| <ul style="list-style-type: none">• Second year of new Leadership Team• Growth in school numbers• School Budget• Ofsted Inspection | <ul style="list-style-type: none">• New Teachers |
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2024-2025 Main Areas for Development

Area for Development	Summary of Main Areas for Development
A. Leadership and Management:	<ol style="list-style-type: none"> 1) To review the roles and responsibilities of the leadership structure and continue to develop future leaders 2) To review the structure of the school day to ensure maximum learning time and ensuring efficient wellbeing for pupils 3) To ensure an effective staffing structure is in place to meet increasing pupil numbers and complexity of needs 4) To review and update the school website 5) To ensure effective and robust safeguarding processes are in place across school 6) Ensure robust and impactful school academy council
B. Quality of Education:	<ol style="list-style-type: none"> 1) To develop and embed a total communication approach across school including effective use of AAC's 2) To ensure a fit for purpose, and personalised curriculum offer is in place for all learners 3) To ensure outstanding teaching and learning is evident throughout the school 4) To develop effective personalised intervention and provision for all learners 5) Review the effectiveness of our assessment system
C. Behaviour and Attitudes:	<ol style="list-style-type: none"> 1) To implement the effective use of Positive behaviour support plans to support those pupils with greater needs 2) Develop more consistency in using sensory diet plans across the school 3) To support parental involvement with their child's learning 4) The behaviour escalation flow chart is implemented consistently throughout the school
D. Personal Development:	<ol style="list-style-type: none"> 1) Ensure the NRCS 13 is planned into the school long-term plans so pupils experience set end of key stage experiences 2) Further develop the impact and influence of pupil voice across school and their impact on creating change 3) Further develop links between the school and the local community to develop pupil independence and careers links 4) To embed our awareness of diversity and understanding of protected characteristics in our school community

Leadership and Management

S.I.P. Focus	Intent	Implementation	Impact	Project Leads	Timescale	Evidence File Ref
A. Leadership And Management:	1) To review the roles and responsibilities of the leadership structure and continue to develop future leaders.	<ul style="list-style-type: none"> a) Clear lines of accountability for leadership and wider leadership team are in place b) Roles and responsibilities are reviewed and a more efficient, structure is implemented providing improved value for money, building capacity and succession plan c) Ongoing leadership CPD opportunities to be available for middle leaders to develop skills and management strategies d) Subject co-ordinators clearly understand roles and responsibilities. With additional time reviewed for its impact on outcomes for pupils. 	<ul style="list-style-type: none"> a) Line management system and weekly meetings with line managers initiated b) Roles and responsibilities reviewed and clearly defined c) Leadership appointed to ensure school adapts to growing numbers of children and staff, whilst keeping outstanding leaders at NRCS d) A number of staff on NPQs Curriculum area leads roles and responsibilities written and shared. 	SM	Autumn 1	
	2) To review the structure of the school day to ensure maximum learning time and effective wellbeing for pupils	<ul style="list-style-type: none"> a) School day reviewed to ensure we are maximising pupil's time in School. Whole school timetable with non-negotiable lessons named to ensure emphasis on reading, wellbeing and exploring interests. 	<ul style="list-style-type: none"> a) The school day is personalised to meet the needs of the pupils. The curriculum offer ensure it meets their learning, SEND and wellbeing needs. This will improve overall outcomes for pupils. 	JSA/HJ	Once per Term	
	3) To ensure an effective staffing structure is in place to meet increasing pupil numbers and complexity of needs.	<ul style="list-style-type: none"> a) Complete staffing efficiency review to ensure that staff are deployed appropriately to meet pupils' needs. b) Complete a staff skills audit to find the strengths and areas for development in the staff team 	<ul style="list-style-type: none"> a) Ensure the school has the appropriate staff in place (numbers and training) b) To ensure pupils have access to well trained staff to meet academic, sensory, medical, physical and 	SLT	Autumn term	

	4) To review and update the school website	<ul style="list-style-type: none"> a) Trust website audit b) Survey parents on views on website and EBI to ensure it supports their needs c) Check website traffic and update as necessary 	<ul style="list-style-type: none"> a) Compliance with DFE guidance b) Parents are confident in using the website and it provides the information they need c) The website is having an active role in showcasing the school 	SM and AW	Termly	
	5) To ensure effective and robust safeguarding processes are in place across school	<ul style="list-style-type: none"> a) Complete the trust safeguarding audit b) Ensure statutory staff training is completed and staff understand their role in safeguarding 	<ul style="list-style-type: none"> a) School is compliant with statutory safeguarding information and has a strong safeguarding culture. b) Staff are competent in all safeguarding roles in order to keep children safe 	CH	<p>Autumn term</p> <p>Ongoing training</p>	
	6) Ensure robust and impactful school academy council	<ul style="list-style-type: none"> a) Academy Council get to know you sessions b) Academy Council present in the school community c) Pupils to share with academy council their experiences of NRCS 	<ul style="list-style-type: none"> a) Academy Council understand the school and are able to hold leaders to account over the community voice b) Academy Council have an active role in being represented at school events c) Academy Council are aware of the school cohort and pupil voice is felt strongly in the Academy Council. 	SM	Autumn term and throughout the year.	

Leadership and Management Termly Progress Updates

Autumn

Spring

Summer

Quality of Education

S.I.P. Focus	Intent	Implementation	Impact	Project Leads	Timescale	Evidence File Ref
B Quality of Education:	1) To develop and embed a total communication approach across school including effective use of AAC's	<ul style="list-style-type: none"> a) Audit the current communication offer b) To purchase Grid 3 and train staff in the use of AAC in class rooms c) Implement a communication strategy to ensure all pupils have a voice in school d) Run communication intervention session for identified learners. 	<ul style="list-style-type: none"> a) Identify strengths and areas of improvement b) AAC is used effectively through the school to develop pupil choice and voice. c) A clear strategy is implemented to ensure that pupils develop their communication skills in their time at NRCS d) Intervention has an impact on pupils' ability to communicate wants/needs and their understanding. 	CA/RD/AH/DH	<ul style="list-style-type: none"> a- Autumn 1 b- Autumn 1 c- Autumn 1 d- Throughout year 	
	2) To ensure a fit for purpose, and personalised curriculum offer is in place for all learners	<ul style="list-style-type: none"> a) Ensure the curriculum has clear end points that areas personalised for each path way. b) Review FLIP curriculum offer focusing on how personalised we are as a school in meeting learners needs. 	<ul style="list-style-type: none"> a) The curriculum is fit for purpose and meets the needs of the changing cohort. b) FLIP is still relevant and staff are skilled at personalising the offer 	JSA	<ul style="list-style-type: none"> Autumn 1 Spring term 	
	3) To ensure outstanding teaching and learning is evident throughout school	<ul style="list-style-type: none"> a) Embed the NRCS teaching cycle into practice. b) Deliver refresher training on I do, we do and you do. c) Provide quality CPD around teaching and learning to all staff d) Implement Abacus as a reflective tool for teachers regarding the QA cycle in school 	<p>Staff are highly skilled at applying the teaching cycle. Developing pupil independence over the course of the lessons.</p> <p>Teachers are reflective practitioners and Leaders have a clear view on the quality of teaching across the school.</p>	JSA	Ongoing	

		e) Teachers to complete a lesson study in their peer partner group, focusing on a Explicit instruction or scaffolding.	Teachers are able to use evidence based practice to improve their quality first teaching and further understand how best to support learners with SEND.		Autumn 2	
	4) To develop effective personalised intervention and provision for all learners	a) Identify Interventions that are needed in NRCS (academic and non academic) developing a clear rationale to interventions offered. b) Deliver a block of interventions to ensure it has greatest impact on pupils.	a) School are clear on what interventions are needed and why. Ensuring it meets the neds of the pupils b) Interventions has impact on pupil outcomes.	DH / HJ	A - Autumn B - ongoing	
	5) Review the effectiveness of our assessment system	a) Review curriculum assessment policy b) Working group to develop assessment that is considerate of teacher work load c) Assessment strategy to be updated to have a greater impact on pupils learning	a) Identify current best practice and school EBI. b) Staff voice is considered when workload is being alerted c) Pupils' outcomes increase due to an assessment system that supports teachers having a clear understanding of what their pupils know and can do.	JSA	Autumn 1 Ongoing	

Quality of Education Termly Progress Updates:

Autumn

Spring

Summer

Behaviour and Attitudes

S.I.P. Focus	Intent	Implementation	Impact	Project Leads	Timescale	Evidence File Ref
C. Behaviour and Attitudes	1) To implement the effective use of Positive behaviour support plans to support those pupils with greater needs. Review current behaviour plans	<ul style="list-style-type: none"> a) Two members of staff trained in PBS b) PBS is a part of the behaviour escalation strategy c) PBS plans are implemented for pupils in needs d) Review current behaviour plans and see if they are fit for purpose 	<ul style="list-style-type: none"> a) Staff are trained in writing and implementing PBS packs. To support staff in meeting pupil's behavioural needs b) Staff understand when PBS is implemented and why. They are able to identify what pupils could benefit from this c) Staff are confident in following plans to reduce the amount of behaviours seen in school d) Staff can support pupils behaviours correctly 	HJ and SK	A – Spring 1 B Autumn 1 C – Ongoing D- Autumn 1	
	2) Develop more consistency in using sensory diet plans across the school.	<ul style="list-style-type: none"> a) Refresh staff knowledge on Sensory needs b) Create generic and personalised sensory diet plans c) Ensure school have equipment that is able to meet the needs of pupils 	<ul style="list-style-type: none"> a) Staff are aware of sensory needs and feel confident in meeting these needs for pupils b) Staff implement plans to meet pupils sensory needs to support pupil regulation c) Equipment provided support pupils needs being met allowing them to access the school environment/learning. 	HJ and LK	A – Ongoing B – Autumn 1 C – Ongoing	
	3) To support parental involvement with their child's learning	<ul style="list-style-type: none"> a) Survey parents on what they want more of from school b) Deliver parent awareness sessions around SEND and academics to parents to support their children beyond school 	<p>Parents are able to mirror the support that is given in the school at home.</p> <p>Parents can access the support that they need to continue to develop their children out of school.</p>	CH and LM	A – Autumn term B – 1 per half term	

	4) The behaviour support flow chart is implemented consistently throughout school	<ul style="list-style-type: none"> a) Staff are clear on how to record behaviours in school to reflect the incident b) Staff understand the behaviour flow chart and can follow this when concerns are raised. c) Monitoring behaviour incidents and the impact of the behaviour escalation process 	Staff confidence in reporting and addressing challenging behaviours increases. The behaviour team are able to intervene at the earliest stages to reduce more challenging behaviour and school do not need to use suspension.	HJ and SK	Ongoing	
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Behaviour and Attitudes Termly Progress Updates:

Autumn
Spring
Summer

Personal Development

S.I.P. Focus	Intent	Implementation	Impact	Project Leads	Timescale	Evidence File Ref
D. Personal Development:	1. Ensure the NRCS 13 is planned into the school long term plans so pupils experience set end of key stage experiences	<ul style="list-style-type: none"> a) Identify in long term plans where the NRCS 13 will happen. b) Ensure pupil NRCS 13 passport are up to date c) Gain pupil voice on these experiences. 	Pupils gain cultural capital in participating in experiences that enhance their lived experiences.	DS	A –Autumn 1 B & C - ongoing	
	2. Further develop influence and impact of pupil voice and across school and their impact on creating change	<ul style="list-style-type: none"> a) Ensure pupil parliament and eco parliament formed b) Identify clear projects across the school for pupil parliament and eco to focus on. c) Whole school project link the PP and Eco School selected. 	Pupil voice is strong in school, their ideas are captured and put into action. Pupils develop understanding of democracy and that their actions have an impact on others and the environment.	LM/HA	½ termly	
	3. Further develop links between the school and the local community, To develop pupil independence and careers links	<ul style="list-style-type: none"> a) Make contact with the smile centre, library, local career home for opportunities to complete W/E b) Enhance pupils’ experiences through travel training in their local community. 	<ul style="list-style-type: none"> a) NRCS is an active part in their local community, making a positive impact on the lives of people in the community. b) Pupils develop travel training skills and are able to visit local areas to enhance their lived experiences of NRCS 	SL/B	A – Ongoing B – Ongoing	
	4. To embed our awareness of diversity and understanding of protected characteristics in our school community.	<ul style="list-style-type: none"> a) Ensure LIFE curriculum coverage is consistent throughout our school b) To arrange diversity days to enhance pupils understanding of ‘difference’ and acceptance c) To ensure all staff and pupils (where applicable) can name protected characteristics. 	Pupils and staff continue to show respect and understanding of differences. Pupils (some) can identify protected characteristics to be able to see them in themselves and others.	CL	A – Autumn B – Per term C – Ongoing	

Personal Development Termly Progress Updates:

Autumn

Spring

Summer

Strategic Plan

YEAR ONE By September 2025	YEAR TWO By September 2026	YEAR THREE By September 2027
<ul style="list-style-type: none">• Total communication environment• Development of leadership team (growth)• Development of Forest School areas• Successful Ofsted inspection	<ul style="list-style-type: none">• Review of EYFS and Post 16 provision	<ul style="list-style-type: none">•