

Park Road	Base Improvement Plan	Updated: January 2021
<u>Outcomes 2020 - Headlines</u>		
<p><u>GCSE (2 students)</u> <i>Mathematics; 1 grade 5; 1 grade 1</i> <i>Biology; 1 grade 4; 1 grade 3</i> <i>Chemistry; 1 grade 4; 1 grade 2</i> <i>Physics; 1 grade 4; 1 grade 2</i> <i>English Language 1 grade 3; 1 grade F</i> <i>English Literature 2 grade X</i></p>		
<p><u>Attendance 2019-10</u> <i>Term 1 66%</i> <i>Term 2 69%</i> <i>Term 3 70%</i></p>		
<p><u>Behaviour</u> <i>Fixed term exclusions 2x single day FTE</i> <i>Behaviour incidents 52</i> <i>Racist incidents 0</i> <i>Homophobic incidents 0</i></p>		
<p><u>Areas for development (Summary from MNSP visit)</u> Quality of Education</p> <p>Sequencing of learning needs to be developed. The curriculum is not always adapted for students' individual needs. A lack of subject expertise in foundation subjects means that there is not a clear rationale and intent behind the curriculum. Recall and practice is not seen throughout the curriculum. In core subjects, teachers have a good subject knowledge, however this is not the case across the curriculum. In some lessons support staff were not efficiently deployed to ensure each individual makes strong progress. Students do not read for pleasure enough and in some cases strategies recommended in the EHCP have not been used.</p>		

Behaviour

Staff are trained in positive handling and de-escalation, although this has not been required for over a year. Attendance is a concern at 73% (term 1 2020-21). A lot of this absence is marked as authorised. There are a number of students on part time, with 5 students not on a school roll. Leaders have begun more robust challenges to parents regarding attendance. Records for attendance interventions and first day calling are poorly maintained. The whereabouts of students when off site needs to be checked with rigour. There was one fixed term exclusion last year. Typically students have a positive attitude to learning and settle to tasks attentively. Staff must ensure they are using the strategies in each student's EHCP to support their learning.

Personal Development

The curriculum for personal development is from PSHE association, forest school and 'talk about' sessions. AET assessments are used to track progress, however these need to be more closely tailored to individual needs and reviewed regularly. There is no clear rationale or vision for personal and social development. It is not clear how students are prepared for their next stage or how the wider curriculum is developed around the needs of the students. There is no Gatsby benchmarking assessment in place or any careers advice.

Leadership and Management

The site is secure and the SCR meets requirements however only teachers have prohibition checks completed. Record keeping regarding safeguarding referrals and interagency discussions need to improve. Referrals to the LA can lack detail. Staff do not always put strategies from EHCP's in to practice. Leaders need to monitor teaching and learning more thoroughly. Beyond the core curriculum teachers and tutors lack subject and pedagogical knowledge. Leaders need to analyse the effectiveness and impact of all areas of the provision to ensure resources are managed effectively.

SEND

There is no qualified SENDCo on site. Staff do not always use strategies stated in students EHCP and this can result in students not receiving the support they need to focus on learning. Students contribute to an individual support plan where they list strategies that work and strategies that can make things worse, this could be further developed through staff sharing of good practice.

Interventions around phonics and significantly low levels of literacy are not formalised and monitored for effectiveness.

Quality of Education	Behaviour	Personal Development	Leadership and Management	SEND
Q1 - Ensure curriculum is designed and sequenced to provide progression and	B1 - Ensure parents are aware of attendance expectations and processes	P1 - Careers advice is unbiased, independent and leads to students	L1 - Park Road has a clear vision that is articulated regularly and is well	S1 - Improve staff understanding of students needs

for students to retain and recall knowledge and understanding		progressing to appropriate next steps	understood by parents, staff, pupils and other stakeholders	
Q2 - Ensure each subject has clearly expressed their rationale and intent behind their curriculum	B2 - Improve attendance record keeping and processes	P2 -Students are given opportunities to learn about the world of work	L2 - Teachers subject and pedagogic knowledge is developed, along with expertise in supporting young people with autism.	S2 - Personal development targets for students are set, monitored and show improvement
Q3 - Ensure that the curriculum for students in the base is adapted to the individual needs of students	B3 - Robustly challenge and support parents to enforce good attendance	P3 - The base uses the Gatsby benchmarks to develop and improve careers provision throughout all year groups.	L3 - Students are on appropriate programmes of study and receive the support and adaptations they need to succeed	S3 - Provision maps for students at the base are comprehensive and give clear guidance for all staff.
Q4 - Provide staff with the time and resources to work with other schools to develop their curriculum knowledge and understanding	B4 - Ensure part time timetables are only operated within the law	P4 - Students receive a rich, wide variety of experiences that develop their cultural capital.	L4 - Students, parents and staff are regularly engaged in the development of the base	S4 - The Base Lead will be a trained SENDCo and will lead the development of a centre of expertise for autism.
Q5 -Ensure assessments align with trust school assessment towers, and that students in the base are aware of areas they need to improve	B5 - Refer students to TAS and EWS when attendance interventions have not worked	P5 - Equality and Diversity is promoted in all aspects of the base's curriculum and support structures	L5 - Safeguarding procedures and processes keep children safe and there is a culture of safeguarding in the base.	S5 - The impact of interventions is carefully monitored to ensure they are effective and demonstrate best practice
Q6 - Ensure that the curriculum is broad and balanced for all students, including English literature.	B6 - Ensure all students are aware of the bases expectations of behaviour and adhere to it	P6 - Pastoral support for students at the base is high quality	L6 - All staff know and contribute to the monitoring and writing of students' individual plans and know how to support each student with expertise.	S6 - Ensure EHCP and individual needs are met through highly skilled practice
Q7 - Ensure all examinations are administered within exam regulations	B7 - Ensure any exclusions or serious behaviour incidents are legal and appropriate	P7 - Students know how to keep themselves active and healthy both physically and mentally	L7 - Staff will receive support, feedback and development opportunities	
Q8 - Student progress is assessed and monitored, with outcomes in line with age related expectations.	B8 - Ensure all EHA's involve external agencies and are followed up	P8 - PSHE and students' social, moral, spiritual and cultural education prepares them for life in modern Britain through British Values	L8 - Governance is strong, governors ensure the base has a clear vision and strategy and that resources are well managed. Leaders are held to account for the quality of education.	
Q9 - Staff at the base work with colleagues in the trust, in particular at St Dunstan's to improve and refine their subject knowledge	B9 - Students feel safe and are free from bullying		L9 - Leaders evaluate practice and have a clear development plan	
Q10 - All work is moderated in line with all schools in the trust to ensure work is	B10 - Ensure safeguarding procedures are followed and students and staff			

at an appropriate level	know them.			
Q11 - Staff use a variety of teaching and learning strategies to adapt the curriculum for the individual needs of students.	B11 - Students develop their resilience and social skills through a programme of support			
Q12 - Improve reading culture through regular reading for pleasure and interventions for reading.				
Q13 - Develop a staff culture of sharing best practice				
Q14 - Use regular assessment to inform teaching and monitor progress of all students in the base				

Appendix 1 - Ofsted criteria links

Quality of Education

Curriculum intent: aims of the curriculum, the end points it builds towards, how it is sequenced, how the curriculum reflects the local context, the adaptations for SEND and disadvantaged children

Summary from MNSP visit:

Sequencing of learning needs to be developed. The curriculum is not always adapted for students' individual needs. A lack of subject expertise in foundation subjects means that there is not a clear rationale and intent behind the curriculum. Recall and practice is not seen throughout the curriculum.

Success Criteria:

The curriculum is ambitious and designed to give all pupils the knowledge and cultural capital to succeed in life.

The curriculum is coherently planned and sequenced towards a cumulative sufficient knowledge and skills for future employment. The curriculum is successfully adapted for each individual's needs and remains broad and balanced.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resource s cost	Status
Q1	Ensure curriculum is designed and sequenced to provide progression and for students to retain and recall knowledge and understanding	Q1.1 Adopt curriculum for all subjects from St Dunstan's School	Dec 20 - March 21	KH/JS	5/1/21 Base staff meet with St Dunstan's faculties to adopt their curriculum	Park Road has the same curriculum as St Dunstan's School. All resources, assessments, planning is used by Park Road base staff and adapted for each individual student. Staff at the base know and understand the rationale behind the design of the curriculum, its intent and its implementation. Records of meetings confirm relevant information has been discussed.	Curriculum discussions with subject leads	Additional INSET day time Travel costs?	All park road staff have met with Heads of Faculty in Jan 21
		Q1.2 All staff meet with linked faculties at St Dunstan's to discuss curriculum rationale, sequencing and cross curricular links.	Dec 20 - March 21	KH/JS	5/1/21 Staff at the base are allocated subject areas for collaboration with St Dunstan's.		Lesson Observations		Each member for staff has allocated specialism
		Q1.3 Curriculum resources are made available to PR staff	Dec 20 - March 21	KH	5/1/21 All base staff have access to all St Dunstan's curriculum and resources.		Lesson drop ins Minutes of meetings Discussions with curriculum leads Lesson observations Progress checks		All PR staff have St Dunstan's email addresses and have access to departmental resources at St Dunstan's Art/music Curriculums under development.

		Q1.4 CPD on adapting the curriculum for the needs of students in the base	Dec 20 - March 21	JS	21/2/21 Appropriate CPD has been identified 31/3/21 CPD on adapting curriculum content for individual has improved practice	All staff at Park Road use best practice to adapt the curriculum for the individuals they are teaching. 90%+ of observations and lesson drop-ins show good or better practice.	Lesson observations Lesson drop ins Student voice Outcomes	Cost of CPD	Planned
Q2	Ensure each subject has clearly expressed their rationale and intent behind their curriculum	Q2.1 Adopt curriculum rationale and intent for each subject from St Dunstan's School	Dec 20-Jan 21	KH/JS	From 5/1/21 Base staff meet with St Dunstan's faculties to adopt their curriculum rationale	Park Road base has a clear rationale for its curriculum, the intent behind its delivery and how the implementation has been designed. Each subject has a similar rationale based on St Dunstan's Schools. Leaders have designed the curriculum based on mainstream, but adapted this for the needs of students in the base.	Deep dives Discussion with subject leads		All PR staff met with StD staff to adopt curriculum
			Jan 21	KH	5/1/21 KH provides Park Road Staff and St Dunstan's subject leads with template for structured discussions		Minutes of meetings on proforma		Template provided and completed for each meeting
		Q2.2 Adapt implementation for each subject from St Dunstan's School to meet the needs of students at the base.	Dec 20 - March 21	JS	14/3/21 Intent and implementation statements for each subject have been adapted for PR working with HOF's from St Dunstan's.		Lesson observation Lesson Drop ins Student voice Outcomes		Planned
		Q2.3 Adapt the St Dunstan's School curriculum rationale, intent and implementation for the base	Dec 20 - Jan 21	JS	7/3/21 Park Road has adapted the St Dunstan's School intent and implementation to reflect the needs of the base.		Deep dive / curriculum review Line management		Planned
		Q2.4 All staff understand the sequencing and structure behind the subjects they teach.	Dec 20-Jan 21	JS	14/3/21 All staff are able to explain the rationale behind the curriculum they teach. 21/3/21 Deep dive conversations with subject leads	Staff know why and how the curriculum is sequenced and how it helps students with recall and retention. The curriculum is seen as a whole with links between specialisms used to enhance teaching. This improves students understanding and outcomes are at least in line with expectations (P8=0)	Deep Dive conversations		Planned
		Q2.5 Cross curricular links between areas of the curriculum are used to develop prior learning	March - June 21	JS (Subject Leads)	15/4/21 Subject leads to work with subject leads at St Dunstan's to identify cross curricular links to make a cohesive curriculum		Deep dive conversations		Planned

					1/5/21 Each subject lead has demonstrated cross curricular links in curriculum				
Q3	Ensure that the curriculum for students in the base is adapted to the individual needs of students	Q3.1 All base staff receive training on how to support each individual in the base	Dec 20- March 21	JS	See Q1.4				
		Q3.2 Subject leaders at St Dunstan's support base staff to adapt curriculum for individual students	Dec 20 - March 21	KH/JS	From 5/1/21 Meeting time used to establish mainstream curriculum <i>As calendared and as required</i> - Subject leads work together to develop adaptations to T&L strategies	St Dunstan's subject leaders and Park Road staff have worked together to adapt the curriculum for individual students' strengths and weaknesses. This is regularly reviewed and improved. Outcomes for students in the base are in line with national expectations for progress.	Individual student curriculum plans Line management Progress checks Work scrutiny	INSET time Meeting time Any required resources Set up of shared resources and IT for delivery	Faculty meetings aligned - virtual meetings will include Park Road staff
Q4	Provide staff with the time and resources to work with other schools to develop their curriculum knowledge and understanding	Q4.1 INSET and meeting times aligned to allow for base staff to work with faculties at St Dunstan's	Dec 20 - Jan 21	KH/JS	14/1/21 Calendared meetings aligned for faculties and CPD. 5/1/21? Meeting time and specific visits set aside for collaboration with St Dunstan's	Time is allocated for subject leaders in both centres to work together to develop the curriculum, assessment, teaching and learning and resources. Lesson observations shows practice has improved in at least 80% of lessons	Minutes of meetings	Time in the calendar	Term 3 meetings aligned with St Dunstan's
		Q4.2 Training needs established through line management meetings, and training delivered	Dec 20 - March 21	JS	1/2/21 Line management structures reviewed following joining the trust 1/2/21 Line management meetings in place and middle leader handbook (or equivalent) used to record minutes 1/4/21 Training needs compiled by JS 1/5/21 Training timetable agreed	All staff receive line management to support them and hold them to account. Staff training needs are considered and where appropriate included in the training timetable. Staff receive the training needed to improve outcomes and welfare for students at Park Road. Impact of training is monitored by JS. At least 85% of staff have improved practice as a result	Line Management minutes (Middle Leader Handbook) Training Log Outcomes related to training	Cost of identified training	Planned

		Q4.3 Staff at Park Road work with staff from Critchill School and Preston School to identify best practice	Dec 20 - July 21	JS/ SA	22/1/21 A timetable of regular meetings, training and observation opportunities are arranged to allow Critchill and Preston staff support Park rd colleagues	Park Road staff collaborate with SEND colleagues across the MAT and within the LA to adapt the St Dunstans curriculum in a way which is ambitious and meets the needs of pupils at Park Road Support from ASC Advisory teacher as required. Curriculum adaptations lead to progress in line with expectations P8=0	Meeting minutes Training log Visit notes Curriculum adaptations		Planned
Q5	Ensure assessments align with trust school assessment towers, and that students in the base are aware of areas they need to improve	Q5.1 Staff at the base work with Heads of Faculty from St Dunstan's to adopt assessments that reflect St Dunstan's curriculum and assessments are aligned with trust assessment towers	Dec 20 - Jan 21	KH/JS	5/1/21 St Dunstans subject leaders & Park Road staff meet to share assessments 8/2/21 Curriculum and assessments align with St Dunstan's 12/3/21 Assessments have been adapted for students at Park Road, but content remains the same.	Park Road adopts the assessments used by St Dunstan's and uses the assessment towers from across the trust to monitor progress. Staff at Park Road will work collaboratively with staff across the trust in the production of assessments in the future. Outcomes are in line with national expectations (P8=0)	Assessment in SOL Calendar Work assessed using towers Outcomes in regular data captures		St D and PR staff have met and shared assessments
Q6	Ensure that the curriculum is broad and balanced for all students, including English literature.	Q6.1 Each student's curriculum is specifically tailored to their EHCP, their needs and remains broad and balanced.	All Year	JS	22/2/21 Year 8 pupils at Park Road follow a broad and balanced curriculum reflecting the curriculum offered at St Dunstans	All students at the base have a specifically tailored curriculum that is broad and balanced, whilst being appropriate to the individual needs of each student in the base. Student outcomes are in line with expectations and there is evidence of the support given. (P8=0)	Curriculum plans Outcomes Support plans		Planned
			Spring 2021	JS	22/2/21 Year 9 (and 10) pupils at Park Road are supported to choose an ambitious GCSE curriculum of at least 5 GCSEs including English literature	Students at the base access a mainstream curriculum and are supported to do so by the additional work at the base. Students may initially not be able to access a full suite of	Options and curriculum plans	KS4 teaching if not delivered by Park Road staff	Planned

						subjects on arrival at the base, but this is the long term ambition. Students average 80% of a full curriculum			
Q7	Ensure all examinations are administered within exam regulations	Q7.1 Base examinations lead is led by St Dunstan's examination officer to ensure exam regulations are adhered to.	Dec 20- Jan 21	JRJ	5/1/21 Examination leads at both centres meet and agree actions 1/2/21 All examination procedures are in line with national and trust expectations. 1/2/21 All students files have correct examination evidence and assessments 1/5/21 Mock examination board visit across both centres	All examination processes, procedures and training are in line with exam board expectations. Agreed protocols are in place for transfer of examination papers. All evidence and assessments are in place for examination considerations. Exam board visits show full compliance and no concerns.	Evidence files Training logs Examination reports Review (May) report	Cost of necessary training Cost of necessary assessments Specialist resources	Exams leads have met, action plan agreed. Examination file evidence to be checked
		Q7.2 All staff involved with examinations are suitably trained.	All Year	JS/ JRJ	1/2/21 All staff are suitably trained to meet expectations of examination boards				
Q8	Student progress is assessed and monitored, with outcomes in line with age related expectations.	Q8.1 Park Road base will adopt St Dunstan's School's assessment calendar and assessment systems	Dec 20-Jan 21	JRJ / HOF's / JS MLY JS/KH/MLY	23/1/21 Assessment calendars from St Dunstan's are used for Park Road 15/1/21 MLY has liaised with Park Road to set up PARS (&SIMS?) 1/2/21 Assessment through SIMS, using the trust systems in place. 1/3/21 onwards Interventions are in place where assessment shows students require additional help with learning.	Assessment calendars, systems and processes are the same as St Dunstan's School. The assessments used link to the assessment towers and are graded using the MAT grade boundaries. Regular assessment leads to monitoring, intervention and accountability. Outcomes P8=0 or above.	Assessments in SOL Assessment grades Interventions Outcomes	Cost of software Cost of producing assessments	PARS training taken place
		Q8.2 Staff at the base work with Heads of Faculty from St	See Q5.1						

		Dunstan's to adopt assessments that reflect St Dunstan's curriculum and assessments are aligned with trust assessment towers							
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Quality of Education

Curriculum implementation: teachers subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. Quality of teaching of reading, phonics teaching.

Summary from MNPS visit:

In core subjects, teachers have a good subject knowledge, however this is not the case across the curriculum. In some lessons support staff were not efficiently deployed to ensure each individual makes strong progress. Students do not read for pleasure enough and in some cases strategies recommended in the EHCP have not been used.

Success Criteria:

Teachers and support staff have a good knowledge of the subjects and courses they teach. They provide high quality feedback that enables students to make good progress. Staff share ideas and strategies and use these to adapt work to meet the needs of individual students. Staff assess pupils regularly and this is used to identify next steps in learning. Recall and review is built into the design of lessons, embedding knowledge. Outcomes for students are at least in line with expectations. Reading is a fundamental part of the school curriculum and reading interventions and tracking ensure all students are strong readers.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Q9	Staff at the base work with colleagues in the trust, in particular at St Dunstan's to improve and refine their subject knowledge	<p>Q9.1 Additional INSET time allocated for base staff to work with St Dunstan's staff on improvement of subject knowledge and understanding of the curriculum</p> <p>Q9.2 Staff from the base regularly meet with faculties at St Dunstan's as members of those faculties</p>	Jan21 onwards	JS/KH	5/1/21 All subject leaders from both centres meet 1/2/21 Meeting calendar aligned 25/1/21 JS/KH to identify additional training or time for staff to develop their subject knowledge 1/3/21 Plan in place to share subject knowledge across departments at PR and St Dunstan's.	Additional time is made for staff from Park Road to work with staff from St Dunstan's on subject knowledge and understanding of the curriculum. Park Road staff feel they are a part of the St Dunstan's faculties and receive the training and support to develop their subject knowledge and understanding of the curriculum. Park Road staff work with Heads of Subject to adapt SOL and lessons for the individual needs of students taught. Work	<p>Deep Dive</p> <p>Lesson</p> <p>Observations</p> <p>Lesson drop ins</p> <p>Student and parental feedback</p> <p>Staff line management</p> <p>Work Scrutiny</p>	<p>Additional time</p> <p>Cost of any specific CPD</p>	<p>All subject leads have met and shared SOL and resources</p> <p>Regular meetings scheduled</p>

						scrutiny and lesson observations show a good understanding of the curriculum and subject knowledge. Outcomes are P8=0 or above.			
		Q9.3 St Dunstan's faculty improvement plans are reviewed to add any actions for Park Road	Feb 21	KH/HOF's	6/2/21 St Dunstans FIP's reviewed to include actions for Park Road 1/3/21 FIP's RAG rated and updated for Park Road	St Dunstan's faculty improvement plans include specific actions, support, training or changes for Park Road	FIPs Minutes Line Management		Planned
Q10	All work is moderated in line with all schools in the trust to ensure work is at an appropriate level	Q10.1 Each Faculty meeting to include some form of moderation throughout the year	Feb 21 onwards	HOF's	1/2/21 onwards All faculty meetings will include PR staff and will include moderation as a standing item - with other trust schools and PR	Heads of subject at Park Road regularly moderate work with St Dunstan's and other schools across the trust to ensure students work is at an appropriate level given their starting points.	Minutes Work Scrutiny Scrutiny of assessment grades against work in books		Planned
		Q10.2 Specific moderation meetings across the trust will be attended by Park Road staff.	As calendared	JS	All trust wide moderation events to be attended by PR staff	Park Road staff are part of the trust wide moderation process to ensure students work is at the appropriate level	Evidence of attendance at these events	Travel costs if not virtual	Planned
Q11	Staff use a variety of teaching and learning strategies to adapt the curriculum for the individual needs of students.	Q11.1 CPD in place for all staff from AET and other sources to improve understanding and support for Autism	Nov 20	KH	17/11/20 Whole school training from AET (Level 1) 1/9/21 All new staff to receive level 1 training 1/6/21 Key staff at St Dunstan's receive level 2&3 AET training.	All staff have received level 1 training from Autism Education Trust to help understand how to support students with Autism.	Training record	Free training on line	All staff completed Level 1 training on 17.11.20 Additional training TBC
		Q11.2 All base staff receive training on how to support each individual in the base	See Q3.1						
Q12	Improve reading culture through regular reading for pleasure and interventions for reading.	Q12.1 DEAR time is established each day, for students to read for pleasure, using appropriate level fiction books.	Dec 20	JS/HC	1/12/20 DEAR time introduced each day as part of daily routine	All students are encouraged and supported (through structured support where appropriate) to read regularly for pleasure. Students are	Lesson drop ins		This is now part of daily routine
		Q12.2 Accelerated Reader is adopted for students in the base. Students will be assessed	1/2/21	JS/KR	1/3/21 Staff in the base are trained in the use of AR		Staff training log	AR places may need to be increased	Planned

		using STAR reading tests regularly.			1/3/21 Additional AR places are purchased through St Dunstan's if needed 1/4/21 Students start to read books on AR reading scheme (at KS3) and do STAR tests regularly to assess progress	reading books suitable for their ability regularly and are tracked and assessed using Accelerated Reader. A library of suitable resources, which students at PR have helped to source, encourages a love of reading (particularly fiction books). Reading ages are tracked and progress is more than 6 months in 6 months.	STAR reading test results Lesson drop ins Student voice		
		Q12.3 St Dunstan's library will supply a stock of books for students in the base.	Feb 21 - May 21	JS	28/1/21 Bid written for funding from Foyle Foundation 1/2/21 A stock of suitable books from St Dunstan's library will be supplied to PR 1/6/21 Foyle foundation funding used to stock a library specifically for needs of students in base		Bid submission Books in use by PR students New library	Cost of library books and shelving (part funded by Foyle Foundation)	Planned
		Q12.4 A culture of reading for pleasure will be established through routines and expectations in the base.	Feb 21	JS/HC	11/1/21 Daily Drop Everything and Read routines are established. 4/2/21 Staff Meeting to review DEAR and plan further reading for pleasure initiatives		Individual reading logs Staff meeting minutes English development plan	Library books	DEAR part of daily routine Further initiatives to be planned
		Q12.5 Individual support for reading will be provided depending on the needs of the individual.	Feb 21	JS/HC	3/3/21 Reading profiles are compiled for Year 8 pupils				Planned
Q13	Develop a staff culture of sharing best practice	Q13.1 Regular scheduled meetings for staff at the base focus on sharing best practice	Jan 21 onwards	JS	11/1/21 A schedule of regular staff meetings is in place including a weekly reflective practice meeting.	Staff regularly reflect on their practice and best practice is shared and promoted across the team. Support from ASC Advisory teacher is used. Outcomes for personal targets and	Meeting minutes Staff journals		Planned

						academic targets are in line with expectations (P8=0)			
		Q13.2 Staff use experience from other specialist bases to inform their practice. Staff liaise across settings regularly - this is planned.	Jan 21 onwards	JS	See Q4.3				
Q14	Use regular assessment to inform teaching and monitor progress of all students in the base	Q14.1 Regular assessment of work, both informally and formally takes place according to trust policy and expectations at St Dunstan's School.	Feb 21	JS JS SA/JS	8/2/21 A schedule for regular checking of student work is place 25/2/21 Assessment of work is evident in students books and files 1/3/21 Tracking data shows students making progress towards their academic and personal goals	Students' work is regularly assessed both formally and informally and recorded. This is used to track students progress on their academic work as well as their personal targets. Intervention and adaptations to students teaching are evidenced and it is clear that students are effectively supported to make good progress in line with their ability. (p8=0)	Book scrutiny Records of assessment Intervention records Personal progress assessment		Planned

Behaviour:

behaviour, ethos and attitudes to learning, use of exclusions, attendance, bullying and discrimination

Summary from MNSP visit:

Staff are trained to use reasonable force, although this has not been required for over a year. Attendance is a concern at 73% (term 1 2020-21). A lot of this absence is marked as authorised. There are a number of students on part time, with 5 students not on a school roll. Leaders have begun more robust challenges to parents regarding attendance. Records for attendance interventions and first day calling are poorly maintained. The whereabouts of students when off site needs to be checked with rigour. The was one fixed term exclusion last year. Typically students have a positive attitude to learning and settle to tasks attentively. Staff must ensure they are using the strategies in each student's EHCP to support their learning.

Success Criteria:

The base has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Leaders support all staff well in managing pupil behaviour. There is a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There is demonstrable improvement in the attendance of pupils (at least 90% by end of 2020-21) and the school takes appropriate, swift and effective action. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
B1	Ensure parents are aware of attendance expectations and processes	B1.1 Draft interim attendance procedures	Nov 2020	JS/VT	23/11/20 Interim attendance procedures agreed by management committee	Interim attendance procedures are in place and communicated to parents. There is a demonstrable improvement in attendance for all students. Attendance is formally recorded accurately through PARS. Records of attendance interventions are meticulously kept and used where needed for legal purposes. The LA, EWS and staff at the base support parents and students to improve their attendance. Attendance improves to above 90%	Letters home		Interim attendance procedures in place
		B1.2 Introduce and enforce attendance procedures	Nov 2020	JS/VT	24/11/20 Attendance procedures communicated to staff and parents		Parental responses		Parental meetings and reviews in place
		B1.3 Introduce St Dunstan's School policy and protocols and adapt as necessary	Feb-Mar2021	JS	1/3/21 St Dunstan's School Policy for attendance is followed.		Attendance outcomes		Planned
B2	Improve attendance record keeping and processes	B2.1 Use a chronology for all attendance records and keep the in student files	Dec 20	JS/JN	1/12/20 All attendance records kept in student files with a clear chronology and all notes kept for legal action		Attendance files		Planned
B3	Robustly challenge and support parents to enforce good attendance	B3.1 Use a graduated system of interventions including using LA	Nov2020	JS/JN	30/1/21 Meeting with Kate Field to		Minutes		Planned

		County council attendance officers			agree support from LA for attendance		Agreed protocol for EWS and LA to support attendance		
		B3.2 KH to investigate support available from EWS once the base has transferred.	Feb-Mar2021	KH/Maria Jenkins	6/2/21 KH to discuss support for PR students with EWS			Additional cost for EWS?	Planned
		B3.3 EWS to work with base to support students in improving attendance.	Nov2020-Mar 2021	JS/MJ	1/3/21 EWS, LA and base staff work within a structure to support student in the base with their attendance.				Planned
B4	Ensure part time timetables are only operated within the law	B4.1 All part time timetables reviewed and amended to full time if no medical evidence .	Jan - Mar 2021	JS/SS	12/12/20 Attendance review conducted with support from Education safeguarding team	Limited number of part time timetables and only with up to date medical evidence.; reviewed fortnightly	Timetable Attendance evidence		Planned
		B4.2 Protocols and procedures for part time timetables in place	Jan - Mar 2021	JS/SS	22/2/21 Devise a protocol for part time timetables in conjunction with Education safeguarding team and St Dunstan AO	Robust protocol is in place to ensure that any part time timetables are medically necessary and are reviewed regularly to promote the best interest of the child. The protocol is understood by all staff pupils and parents. Students on part time timetables make progress in line with expectations (P8=0	Part time timetable protocol		Planned
		B4.3 Use of 'Robots' for live teaching - short term help to get back in to school	Jan 21 onwards	JS/SS	29/1/21 Investigate the availability, effectiveness and cost of using AI avatars to support pupils who need support to increase their attendance at Park Rd	Staff understand the cost and benefits of using the A1 Avatar and can make informed decisions about whether to recommend their use with pupils who need support to increase their attendance at Park Rd. All students using AVATAR are making improved progress	Report on use of A1 Avatars at Park Rd? Policy on the use of A1 avatars at park Rd?		AI avatars being used with 1 student. Further discussions on use of alternatives have taken place
B5	Refer students to TAS and EWS when attendance interventions have not worked	B5.1 Attendance interventions include referral to TAS in line with LA procedures.	Feb 21 onwards	JS	1/3/21 St Dunstan's attendance procedures to be followed, including referral to TAS, referral to EWS and LA.	Attendance interventions follow St Dunstan's School and Somerset County Council procedures, but have been adapted for the unique setting. Attendance	Procedures Attendance records Attendance records		Planned Planned
		B5.2 Referrals to EWS are included in attendance procedures.	March 21 onwards	JS/Maria Jenkins					

					1/3/21 EWS, LA and base staff develop a structure to support students in the base with their attendance.	expectations remain high and processes are in place to help students attend every day. Persistent absence is less than 20%			
B6	Ensure all students are aware of the bases expectations of behaviour and adhere to it	B6.1 Behaviour expectations, procedures and rules aligned with St Dunstan's School	Feb- Mar 2021	JS/KH	15/1/21 JS & KH to review current rules and expectations and amend to align with St Dunstan's and trust policies and procedures	Behaviour expectations and procedures are specific to the base and needs of students at the base. They are inline with St Dunstan's School policy and expectations. All students, parents and staff know and understand these expectations. Behaviour logs for poor behaviour are reduced by 20% by term 6	Parent voice Student voice Staff voice		Planned
		B6.2 All parents, students and staff are made aware of expectations of behaviour	Feb- Mar 2021	JS	15/2/21 Students, staff and parents are aware of revised behaviour and conduct expectations				Planned
B7	Ensure any exclusions or serious behaviour incidents are legal and appropriate	B7.1 Park Road adopt PARS linked to St Dunstan's School for recording attendance and behaviour	Feb 2021	MLY/JS/All staff	20/1/21 PR staff trained in how to use PARS to take registers. 18/1/21 MLY&KH to set up PARS for Park Road students	PARs is used for AM & PM registers, behaviour logging and for staff to access information on each student.	PARS records		PARS training taken place All PR staff able to access PARS Student registers available from 1/3
		B7.2 All behaviour and exclusions follow protocols of St Dunstan's - adapted for the base where necessary	Feb 21 onwards	JS/KH	1/3/21 onwards All serious behaviour incidents and potential exclusions to be agreed by Headteacher	All serious behaviour incidents are discussed with the Headteacher. Only the Headteacher will agree exclusions, and only then as a last resort. Exclusions are reduced by 10% from 2019/20	Exclusion records Behaviour records		Planned
B8	Ensure all EHA's involve external agencies and are followed up	B8.1 EHA's are regularly reviewed and involve external agencies regularly for guidance and evidence.	Feb 21 onwards	JS/CO	1/2/21 All EHA's will be regularly reviewed (termly) including external agencies. 1/2/21 onwards Safeguarding lead at St Dunstan's will be notified of all EHA's	All early health assessments (EHA) are copied to St Dunstan's School DSL. All EHA's are regularly reviewed involving external agencies.	EHA's		Planned

B9	Students feel safe and are free from bullying	B9.1 Students can report issues to staff in a number of ways including online.	Jan 21 onwards	JS/IL	From 18.1.21 the PRSC website will have a function to report issues and students will be made aware of this	100% of pupils can explain how to keep themselves safe including how to report issues when questioned	Student Voice Records of incidents	PARS	Planned
		B9.2 Student voice is regularly used to ensure students feel safe	Jan 21 onwards	JS	From 11.1.21 weekly student council meetings, termly surveys and regular discussions around safety will take place and are recorded	Student voice is sought through student council meetings, surveys and discussions with key staff, and 100% of the students report feeling safe	Student council meeting minutes, student survey results, keyword records		Planned
B10	Ensure safeguarding procedures are followed and students and staff know them.	B10.1 DSL posters in every room with an online reporting solution	Feb 21 onwards	JS	28/1/21 An email for reporting concerns for base students is set up 1/2/21 All rooms will display at least one DSL poster, telling students who to speak to. 20/1/21 My Concern set up for Park Road 25/1/21 My Concern training for all base staff 1/4/21 All safeguarding documents scanned and entered into My Concern.	All staff, students and parents are aware, and have to hand details of the DSL and safeguarding team. All staff are trained to use My concern, and all safeguarding concerns are referred to the Park Road DSL through this. All previous safeguarding records for students at the base are uploaded to My concern forming a complete safeguarding file for each student. There is a good safeguarding culture amongst staff - 100% know procedures and what to do with safeguarding issues	Check displays Training log Safeguarding records	My Concern Set up	Planned
		B10.2 All staff receive regular updates on safeguarding from DSL	Feb 21 onwards	JS/CO	3/2/21 CO&JS to share all safeguarding updates with Park Road Staff.	All staff are kept regularly informed with regular safeguarding updates. #100% of staff feel well informed of up to date safeguarding information.	Updates		Planned
		B10.3 Staff and student voice is used to check understanding of key safeguarding issues	Feb 21	JS	3/2/21 All staff and students take safeguarding survey 14/2/21 Action plan in place following safeguarding survey	Staff and students have a good understanding or all relevant safeguarding issues and know their roles and responsibilities in	Survey results Staff voice Student voice		Planned

					1/7/21 All staff and students take part in safeguarding survey (2) to show impact	reporting safeguarding issues. 100% of staff and at least 95% of students report they have a good understanding of safeguarding issues and responsibilities.			
		B10.4 All staff have received all checks including prohibition	Nov 20 - Jan 21	KH	14/12/21 KH discuss issues around support staff not being checked for prohibition with LA 5/1/21 KH to confirm this has been done	All staff working for the base have received all safeguarding checks and this is recorded on the SCR.	SCR		5/1/21 LA confirmed that all staff have been checked and were not on the prohibition register
		B10.5 Students are not allowed off site without supervision, this is always risk assessed.	Feb 21	JS	1/2/21 Students remain on site unless they are with a member of staff on agreed visits.	All students remain on the site of Park Road, within the safeguarded area of the base to ensure they are safe whilst at school.	Student voice		Planned
B11	Students develop their resilience and social skills through a programme of support	B11.1 A programme for supporting students with resilience is in place	Feb 21	SA/JS	11/2/21 Review of interventions used and increased focus on developing resilience	All students participate in evidence based interventions which support their weaknesses as described in their EHCP. Tracking data for resilience shows improvements in resilience.	Provision maps Timetable		Planned
		B11.2 Best practice in other schools/bases informs development of resilience for autistic students	Feb 21	SA/JS	See Q13.2 3/2/21 JS Table a discussion with other base leads about successful interventions	Base leads across the LA share best practice about interventions used in the secondary ASC bases	Meeting minutes	Purchase new interventions packs if recommended? Training to deliver specific interventions?	Planned
		B11.3 All interventions are monitored and tracked for impact every month.	March 21	SA/JS	12/2/21 Add monthly review of interventions to meeting schedule 12/2/21 Ensure all interventions delivered include planned assessment,	Staff will monitor and track pupil progress in areas targeted by interventions and will review this monthly to inform future plans. All intervention tracking shows progress, or	Meeting minutes IEP targets		Planned

					monitoring and reporting	alternatives have been sought.			
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Personal Development:

British Values, equalities, inclusion, character development, confidence and resilience, keeping safe, keeping healthy, healthy relationships, transition to the next stage, careers education.

Summary from MNSP visit:

The curriculum for personal development is from PSHE association, forest school and 'talk about' sessions. AET assessments are used to track progress, however these need to be more closely tailored to individual needs and reviewed regularly. There is no clear rationale or vision for personal and social development. It is not clear how students are prepared for their next stage or how the wider curriculum is developed around the needs of the students. There is no Gatsby benchmarking assessment in place or any careers advice.

Success Criteria:

The base provides a wider curriculum that develops students personal development and enhances pupils' SMSC development. The base supports pupils to be confident, resilient and independent, and to develop strength of character. Pupils know how to keep themselves healthy, mentally and physically and they engage in a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.

Pupils are prepared for life in modern Britain, they understand, appreciate and respect differences in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own. Pupils understand how to be responsible, respectful, active citizens who contribute positively to society and know how to discuss and debate issues and ideas in a considered way.

The Gatsby Benchmarks are used to develop and improve their careers provision for all year groups. All pupils receive unbiased information about potential next steps and high-quality careers guidance. Pupils have meaningful opportunities for pupils to encounter the world of work.

	Objective	Actions, including CPD	Time Scale	Responsibl e	Milestones	Outcomes	Monitoring	Resources cost	Status
P1	Careers advice is unbiased, independent and leads to students progressing to appropriate next steps	P1.1 Arrange independent unbiased careers advisor and arrange for regular meetings with KS4	Jan 21 - March 21	KH	11/1/21 KH to contact JMc to support yr 11 base students - virtually 3/2/21 JMc to support all KS4 students in the base to ensure they have	All students in KS4 receive independent unbiased careers guidance and move onto appropriate next steps in employment, education or training. 100% of ks4 students	NEET figures Careers log	Cost for additional support from JMC?	Planned

					appropriate next steps	report that they have a good 'next step' plan			
P2	Students are given opportunities to learn about the world of work	P2.1 Adopt St Dunstan's School PSHE curriculum that gives opportunities to learn about the world of work.	Jan 21- March 21	CO/JS	5/1/21 Base PSHE lead meets with CO to adopt St Dunstan's School curriculum 1/3/21 PSHE curriculum adopted and where necessary adapted 1/3/21 PSHE curriculum overview shows opportunities to learn about the world of work in every year group	The PSHE curriculum at Park Road develops careers education across all 5 years, with opportunities to learn about the world of work in each year group. Pupil voice shows that 100% of pupils know the various options open to them, and have discussed them with staff	Curriculum overview		Planned
		P2.2 Explore and implement ways to develop life skills and employability skills through the curriculum	March - July 21	SA/JS	23/3/21 Input/advice from Critchill staff at a planned Park Rd twilight session to review existing practice and plan further improvements	The Park Rd curriculum provides a range of relevant and clearly identified opportunities for pupils to develop life skills and employability skills	Curriculum maps i Careers development plan		Planned
P3	The base uses the Gatsby benchmarks to develop and improve careers provision throughout all year groups.	P3.1 Use GATSBY benchmarking tool as a basis for improving careers education	Feb 21	PJ/JS	4/2/21 St Dunstan's Gatsby benchmarks updated to include Park Road 9/3/21 Actions to improve careers education in place	Park Road is included in St Dunstan's Gatsby benchmarks, A plan for development of careers education includes Park Road. 75% of Gatsby indicators are in place by July.	Gatsby benchmarking tool		Planned
P4	Students receive a rich, wide variety of experiences that develop their cultural capital.	P4.1 Explore and implement trips to develop cultural experiences so that pupils visit museum, cultural and religious centres, etc	When we can	JS/KH	When Covid restrictions allow - 1) Investigate relevant trips and visits that support development of cultural experiences 2) Trips arranged with clear rationale for development of cultural experiences	Students receive a range of cultural experiences throughout the curriculum (with St Dunstan's where appropriate) that develop their cultural capital. Opportunities to develop all elements of SMSC are throughout the curriculum, with trips and visits to further develop their understanding of the world. Where trips are not possible, online	Trips and visits calendar SMSC audit Student Voice	Cost of visits? Cost of online visits?	Planned

		P4.2 Use virtual live experiences to enrich the cultural experiences of students	Jan 21 onwards	Subject leads (St Dunstan's and Park Road)	20/2/21 Adapt the SMSC audit for St Dunstan's 15/3/21 Identify opportunities throughout the curriculum when cultural capital could be developed virtually 1/4/21 Virtual experiences in place for developing student cultural capital.	virtual experiences are provided.			Planned
P5	Equality and Diversity is promoted in all aspects of the base's curriculum and support structures	P5.1 Adopt the MNSP equalities policy	March 21	JS/SA	Adopt MNSP policy 26/3/21 Park Rd staff twilight session to identify opportunities to promote equality and diversity across the new curriculum	Opportunities to promote equality and diversity are clearly identified on the curriculum map. 100% of pupils understand the concepts of equality and diversity	Curriculum map Pupil voice Policies		Planned
P6	Pastoral support for students at the base is high quality	P6.1 All staff will develop their knowledge of the pupils. All staff should feel comfortable to offer pastoral support as and when it is required. All staff have a range of skills and techniques to allow them to offer high quality support to pupils.	April 21	JS/SA	12/2/21 Review keywork/ tutorial times and share best practice across the staff team 19/3/21 Review use of individual interventions and share best practice across the team.	One to one and group pastoral support is timetabled and explicitly planned and is of a high quality, allowing pupils to feel safe, listened to and valued. Pastoral support is also also explicit within the Park Rd visions and values and implicit in the way we treat all pupils. Negative behaviour is rare.	Parent surveys Observations Pupil voice		Planned
P7	Students know how to keep themselves active and healthy both physically and mentally	P7.1 All students receive PSHE teaching according to their year groups as well as personalised support relating to their individual outcomes. All students take part in a 'Being Healthy' off timetable day	March 21	JS/KO	1/2/21 Park rd adopts the St Dunstan's PSHE curriculum and all students receive relevant health education input 5/5/21 Planned 'Being healthy' off-timetable days	100% of pupils can describe the ways they keep themselves healthy both physically and mentally	PSHE curriculum Pupil voice		Planned

P8	PSHE and students' social, moral, spiritual and cultural education prepares them for life in modern Britain through British Values	P8.1 SMSC audit identifies where British Values are taught	Feb 21 - April 21	JS	20/2/21 Adapt the SMSC audit for St Dunstan's 15/3/21 Identify opportunities throughout the curriculum when British Values are taught	Throughout the curriculum, in PSHE lessons and through planned experiences of the world around them, students are prepared for life in modern Britain by developing their understanding of the rule of law, tolerance and respect, democracy and individual liberty. 100% of I pupils know how our legal and political systems work as seen in pupil voice.	PSHE curriculum SMSC audit Student Voice		Planned
		P8.2 Specific lessons on British Values are taught as part of the PSHE curriculum	Feb 21 - April 21	JS				Collapsed timetable day?	Planned
		P8.3 Trips and visits develop students cultural capital, their tolerance/ respect, Rule of Law, democracy and Individual liberty	See P4						

Leadership and Management:

Culture of safeguarding, monitoring responsibilities, staff CPD, consistency of practice, parents and community, staff wellbeing, use of pupil premium, governance, staff workload, staff wellbeing

Summary from MNSP visit:

The site is secure and the SCR meets requirements however only teachers have prohibition checks completed. Record keeping regarding safeguarding referrals and interagency discussions need to improve. Referrals to the LA can lack detail. Staff do not always put strategies from EHCP's in to practice. Leaders need to monitor teaching and learning more thoroughly. Beyond the core curriculum teachers and tutors lack subject and pedagogical knowledge. Leaders need to analyse the effectiveness and impact of all areas of the provision to ensure resources are managed effectively.

Success Criteria:

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge, this has an impact on the learning and outcomes of students. Leaders ensure that all pupils successfully complete a suitable programmes of study that is individually tailored to their needs. Staff are supported to deliver specialist autism support to enable [pupils to access a mainstream curriculum and achieve in line with their expected outcomes. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

The school has an effective culture of safeguarding, and all staff are fully trained and regularly updated on how to support students with regards to safeguarding.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
L1	Park Road has a clear vision that is articulated regularly and is well understood by parents, staff, pupils and other stakeholders	L1.1 Determine 10 things the base hopes to achieve for pupils and write a vision statement, share with stakeholders and take feedback.	Jan 21	KHO	21/1/21 Vision statement in place 6/4/21 -All stakeholders agree on a vision and begin to share it and measure work against it.	There is clarity for all about what the base hopes to achieve for children All improvement work is contextualised and driven by the vision statement	AWI		Current vision statement to be discussed with staff and updated
		L1.2 Publish vision statement Measure all actions against this statement					AWI		Planned
L2	Teachers subject and pedagogic knowledge is developed, along with expertise in supporting young people with autism.	L2.1 Specific training for teaching autistic students effectively is undertaken by all staff	Jan 21 - March 21	JS/SS	14/2/21 Most relevant and best CPD for teaching autism undertaken by staff	Staff are trained in the most recent and relevant pedagogical methods for autistic students. This is used to deliver the best learning and nurture for students with autism. Outcomes show students making	Training records Lesson drop ins Lesson observations Student voice Outcomes	Cost of CPD	Planned

						expected progress (P8=0)			
		L2.2 Teachers and tutors at the base have strong subject knowledge	See Q9						
L3	Students are on appropriate programmes of study and receive the support and adaptations they need to succeed	L3.1 All students have a curriculum map that is designed around their individual needs and personal learning intentions	Jan 21 - May 21	SA/JS	29/2/21 JS and SA meet to review IEP, PLIm and curriculum maps 1/5/21 PRSC Curriculum maps are improved to reflect best practice in other settings	Leaders ensure that all pupils follow a suitable programme of study that is individually tailored to their needs.	Meeting minutes Improved curriculum maps for all pupils		Planned
		L3.2 All Curriculum maps are regularly reviewed and updated	March 21 - June 21	SA/JS	From 1/3/21 Regular review meetings are held to review individual targets and update curriculum maps 1/6/21 Curriculum maps are reviewed to reflect updated IEP targets		Meeting minutes Curriculum reviews IEP targets		Planned
L4	Students, parents and staff are regularly engaged in the development of the base	L4.1 All parties are formally consulted about transfer of base to St Dunstan's	Oct 20 - Jan 21	JS/KH	1/10/20 Formal consultation letters sent to all stakeholders by LA and St Dunstan's 1/12/20 All feedback considered and acted upon before moving further with the process	All stakeholders are regularly engaged in the development of the base. Over 90% of students, staff, parents and governors understand the progress made towards the development of the base.	Formal Consultation published concerns and actions		Formal consultation completed and all concerns formally addressed
		L4.2 Student's parents, staff and governors are regularly updated on plans for the base and progress of changes		JS	1/2/21 A letter from KH/AWI/JS to be sent to all stakeholders to introduce the trust At least termly - JS to send updates as part of base newsletter		Newsletters Student Voice Staff Voice Parent Voice		Planned
		L4.3 Students, parents, staff and governors are regularly updated on progress of BIP	Feb 21 onwards	JS/KH	1/2/21 The BIP is published on the base website 3/2/21 All parties are contacted by letter to tell them where to find the BIP		Website BIP		Planned

					Termly - The BIP is updated (RAG rated) and updated on the website				
L5	Safeguarding procedures and processes keep children safe and there is a culture of safeguarding in the base.	L5.1 My Concern is used for recording all safeguarding concerns	See B10						
		L5.2 Staff and students have a good understanding of safeguarding risks and how to keep themselves safe							
		L5.3 A safeguarding culture is evident across the base							
L6	All staff know and contribute to the monitoring and writing of students' individual plans and know how to support each student with expertise.	L6.1 All staff know and understand the individual needs set out in EHCPs and contribute to them	Jan 21	SA/JS	4/1/21 Whole staff meeting to set termly targets for each student based on EHCP outcomes	All staff understand and contribute to the students individual curriculum plans. The plans are regularly monitored and all staff are confident in supporting students to meet their individual outcomes as described in the EHCP.	Termly IEP targets		Each student has EHCP based target in place
		L6.2 Each student will have an individual curriculum and personal learning targets that are regularly assessed	March 21	SA/JS	From 22/2/21 students will follow the St Dunstans curriculum as much as possible	Staff seek support from ASC Advisory teacher and Educational Psychology service as required. Students make expected progress (P8=0)	Curriculum maps IEPs and provision maps collectively fully describe the curriculum for each pupil		Planned
		L6.3 All staff share best practice for individual students regularly in structured meeting time	Jan 21	SA/JS	8/2/21 Weekly review meetings to disseminate best practice are timetabled and minuted		Meeting minutes		Planned
L7	Staff will receive support, feedback and development opportunities	L7.1 All staff receive feedback regularly. This may be praise or guidance on how to improve.	March 21	SA/JS	From 1/3/21 Line management cycle to fall in line with that of St Dunstans, to include lesson observations	Staff are enabled to develop their subject, pedagogical and specialist autism knowledge via a robust and supportive LM process which will include access to high quality in-house training and may also require some externally procured training or other CPD. 100% of staff feel supported with development opportunities	LM meeting minutes Appraisal records Reflective practice evidence		Planned
		L7.2 Staff are given development opportunities when appropriate		SA/JS	24/1/21 There is a comprehensive in-house training plan which is enhanced when necessary by further development opportunities				Planned

SEND

Specific actions the base will take to support the individual needs for the students in its care

Summary from MNSP visit:

There is no qualified SENDCo on site. Staff do not always use strategies stated in students EHCP and this can result in students not receiving the support they need to focus on learning. Students contribute to an individual support plan where they list strategies that work and strategies that can make things worse, this could be further developed through staff sharing of good practice.

Interventions around phonics and significantly low levels of literacy are not formalised and monitored for effectiveness.

Success Criteria:

Staff fully understand the needs of each individual student at the base. They share and use best practice to support the specialist autism needs of students in the base. Each student's personal development goals are tracked and the effectiveness of interventions is monitored and evaluated. Where impact is low alternative solutions are proactively researched and developed. Staff at the base work with their colleagues at St Dunstan's to adapt the mainstream curriculum for students in the base . Outcomes and programmes of study show that students are making expected progress.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
S1	Improve staff understanding of students needs	S1.1 Staff complete self-assessment via Autism Education Trust Professional competency framework and participate in a comprehensive in-house training programme lead by JS	From March 21	SA/JS	26/2/21 All staff have completed professional self-assessment and set CPD goals	Staff will use best practice to support the complex needs of the pupils in the base. Through reflective practice and CPD, staff will continue to develop their specialist knowledge and skills Support from Educational Psychology Service, ASC Advisory teacher, National groups. 100% of staff feel well trained to support the students in the base	Meeting minutes Reflective practice evidence Staff training log Staff voice	Possibly some other training required	Planned
S2	Personal development targets for students are set, monitored and show improvement	S2.1 JS and SA meet to review IEP target-setting process and agree future development	Weekly meetings Jan - April 2021	SA/JS	See L6	The IEP target-setting process at Park Rd is reviewed and improved to ensure student progress is promoted and effectively captured	Meeting minutes Target setting protocols IEPs		Planned

S3	Provision maps for students at the base are comprehensive and give clear guidance for all staff.	S3.1 JS and SA meet to review use of provision maps and other guidance for staff	Weekly meetings Jan-April 2021	SA/JS	18/1/21 JS/SA to agree format for provision maps 19/3/21 JS/SA meet to review use of provision maps	Park Rd provision maps are reviewed and improved to ensure they are comprehensive and follow best practice. Students receive the support they need to make expected progress (P8=0)	Meeting minutes Provision maps		Planned
S4	The Base Lead will be a trained SENDCo and will lead the development of a centre of expertise for autism.	S4.1 Base Lead will become fully trained SENDCo who is part of a support network, both in Somerset and the trust	Sept 21 - Sept 22	JS	1/3/21 JS will register for SENDCo qualification starting in Sept 21 1/2/21 JS to attend SENDCo pyramid meetings and trust SENDCo group	The Lead for Park Road is a fully trained SENDCo, and is part of a support network on SENDCo's on Somerset and across the trust. Pupils receive improved bespoke provision as a result and make P8 =0 progress, and develop socially so that they make positive contributions to society.	Training log Minutes of SENDCo meetings	Training £	Planned
		S4.2 Base lead will research best practice across the world for Autism and develop a centre of excellence	Jan 21 - July 21	JS	1/1/21 JS to research best practice in teaching students with high levels of autism and anxiety 13/5/21 JS to suggest changes to pedagogy and practice following research 1/7/21 Base improvement plan reflects best practice from across the world	Park Road has researched best practice in teaching students with autism from across the world and this is reflected in the 2021-22 development plan for the base. See S6	Line Management Base improvement plan	Cost of research	Planned
S5	The impact of interventions is carefully monitored to ensure they are effective and demonstrate best practice	S5.1 Streamlined monitoring of all interventions ensures effective use of interventions and high quality evidence. Also see S2 & B11		SA/JS	1/3/21 A system for monitoring the effectiveness of interventions and specific specialist input 1/5/21 Monitoring of interventions and specific specialist teaching is evidenced	All interventions and support are tailored to be the best way of meeting pupils individual needs. Pupils make expected progress (P8=0)		Cost of resources	Planned
S6	Ensure EHCP and individual needs are met through highly skilled practice	S6.1 As part of self-assessment and reflective meeting schedule,		SA/JS	21/1/21 Meeting schedule reviewed to	Staff seek to continuously reflect up	Meeting minutes		Planned

		<p>staff are given time to engage with relevant specialist organisations and feedback to the team.</p> <p>Also See S1 & S4</p>			<p>include reflection, self esteem and time for working with specialists</p> <p>1/5/21 Staff feel that their practice has improved as a result of engaging with specialists</p>	<p>to date research and best practice through engaging with relevant organisations such a Autism Education Trust, National Autistic Society Autism Research Centre, Ambitious about Autism and publications such as Good Autism practice.</p> <p>100% of staff report they are supported to develop their practice.</p>	<p>Reflective practice logs</p> <p>Staff voice</p> <p>Students outcomes - academically and personally</p>		
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Appendix 1 - Grade descriptors for the quality of education linked to each priority(x)

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] (Q1,Q2,Q3,Q4)
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] (Q1,Q6)
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] (Q3)
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition. (Q6)

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. (Q4)
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. (Q11,L1)
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. (Q1)
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. (Q5,11)
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (Q4)
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer. (Q12)
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

(Q12)

■ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. (Q12)

■ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. (Q12)

Impact

■ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. (Q8)

■ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. (Q8, P1)

■ Pupils' work across the curriculum is of good quality. (Q10)

■ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. (Q12)

Grade descriptors for behaviour and attitudes

Good (2)

■ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. (B6,B7)

■ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. (B10)

■ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. (B1,B2,B3)

■ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. (B11)

■ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. (B1,B2,B3)

■ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort. (B7)

■ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. (B9)

Grade descriptors for personal development

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. [\(P4\)](#)
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. [\(B11, P6\)](#)
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. [\(P6,P7\)](#)
 - The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. [\(P4\)](#)
 - The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. [\(P8\)](#)
 - The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect differences in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. [\(P5\)](#)
 - Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. [\(P8\)](#)
 - The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. [\(P2,P8\)](#)
 - Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. [\(P1\)](#)

Grade descriptors for leadership and management

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. [\(L1,L9\)](#)
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. [\(L2\)](#)
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling. [\(L3\)](#)
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. [\(L4\)](#)

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. (L7)
- Leaders protect staff from bullying and harassment. (L7)
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. (L8)
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. (L8)
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. (L5)