

LONGFORD PARK SCHOOL ACTION PLAN 2022 – 2023

Quality of education

Key Targets	Actions	By whom	Cost	By When	How will performance and impact be measured?	Success Criteria Key Performance Indicators
See appendix for all subject development plans						
To ensure that the LPS curriculum intent-implementation-impact is fully reflected across the whole curriculum	<ul style="list-style-type: none"> Reflect on the curriculum intent-implementation-impact statements/strategies to evaluate suitability (has Covid impacted on these?) Interrogate how effective the current curriculum is in achieving desired outcomes Ensure the newly re-written curriculum reflects the needs, interests and abilities of the pupils who are new to the school Develop curriculum action plan identifying improvement to ensure the curriculum intent is fully reflected in the whole curriculum 	ZF and subject leads	Mgt time	Ongoing all year	Subject development plans Performance management Monitoring and evaluation timetable	The whole LPS curriculum achieves the curriculum intent-implementation-impact statement/strategies and is perfectly suited to Covid recovery
To embed peer collaboration and PPA opportunities for all teachers (taking place weekly) providing quality time to monitor and evaluate the LPS curriculum intent-implementation-impact.	<ul style="list-style-type: none"> Teaching timetable to enable teachers to collaborate during PPA each week ZF to review systems and processes for monitoring & evaluation of teaching & learning to ensure they fit with this new process SLT to gather ongoing feedback from teachers to aid monitoring and evaluation 	ZF / SLT	AN/CI to cover	Ongoing all year	Monitoring and evaluation timetable Subject development plans Performance management	Every teacher engaging in quality collaboration on a weekly basis leading to evidence of expertise being shared across the whole school
To build on the excellent practice from the National Association for Autism Accreditation, further expanding	<ul style="list-style-type: none"> Share with staff the assessment report identifying strengths and areas for development Produce development plan from the report 	AP SLT	£1000 from training budget	ongoing	Lesson observations and learning walks School data analysis of incidents	Criteria for award continues to be met and areas for development achieved

the schools strengths and working on the identified areas for development	<ul style="list-style-type: none"> Ensure staff receive relevant autism training and updates to enable shared ownership and achievement of the identified areas for development Monitoring and evaluation of progress 				Pupil, parent and staff surveys	
Continue to enable opportunities for all Subject Leaders to collaborate with colleagues from a range of other schools. Continue to develop assessment/moderation opportunities, CPD and general networking	<ul style="list-style-type: none"> Each term each Subject Lead to meet with teachers from other Trafford schools (currently 20 schools involved in programme) LPS subject leads to meet with colleagues from other schools to discuss current topics and deepen understanding of 'Age Related Expectations' Subject leads to report back to LPS staff and provide training/guidance at regular intervals throughout the year 	All subject leads	Mgt Time – staff cover managed in-house	ongoing	Subject development plans Performance management Book scrutiny	Ongoing growth in teachers confidence in subject knowledge, levelling and moderation.
To continue to develop diversity awareness throughout the school curriculum and wider school community	<ul style="list-style-type: none"> SLT to develop action plan covering key aims identified Monitor and evaluate impact through curriculum/teaching and learning and CPOMS data 	SLT	£500 staff training budget	ongoing	Monitor and evaluate impact through curriculum/teaching and learning and CPOMS data	Growing awareness of all aspects of diversity evident across the school and supported by key data from CPOMS (reduction in incident reports)

Why are these priority areas?

- It is vital that the intent-implementation-impact of the curriculum is focused and relevant to the context of LPS and supports Covid recovery. Staff having a shared vision for the curriculum aids developments, delivery and outcomes
- Over a number of years we have seen a significant increase in the number of children with autism coming to the school therefore it is imperative that we make adjustments to our provision to continuously improve outcomes for these children
- Progress and achievement has been extremely strong for a number of years at LPS to sustain following the challenges of Covid we need to continue strive for improvements at every opportunity
- Strong school-to-school collaboration adds greater rigor to teacher development opportunities, assessment and moderation procedures, this is particularly important at this stage as assessment procedures continue to evolve to strengthen Covid recovery

Behaviour and attitudes

Key Targets	Actions	By whom	Cost	By When	How will performance and impact be measured?	Success Criteria Key Performance Indicators
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<p>To further embed the schools Relational Policy into everyday life for all children and adults</p>	<ul style="list-style-type: none"> • Consistent implementation of policy by all staff – monitor and evaluate impact and feedback • Make required amendments to policy as required • Utilise ELSA with identified children • Keep key stakeholders informed on developments and impact of policy • ZF and SM to join the Trafford Virtual School's Attachment Awareness project, meaning LPS will become a lead school promoting attachment awareness in Trafford and beyond 	SM/SLT	£200	ongoing	<p>Learning walks and lesson observations along with other areas of the monitoring and evaluation timetable</p> <p>Ongoing training funded by Trafford's Virtual School</p>	<p>Developed policy and practice leading to a 10% reduction of serious incidents recorded in the Autumn term 2021</p> <p>ZF and SM will be accredited for this training by the University of Chester</p>
<p>To ensure behaviour and physical intervention recording is of the highest standard and explore the most efficient digital recording systems available and implement across the school</p>	<ul style="list-style-type: none"> • ZF/SM to review recording procedures in school • ZF to lead whole staff training in this area on day one of the new academic year • ZF and SM to offer training and support for new members of staff with the rigorous expectations of record keeping at LPS • ZF/SM to review all Physical Intervention forms with other agencies on the day these occur • ZF to look into different ways of recording Physical Interventions to ensure staff have adequate time in the day to complete these effectively and thoroughly • All staff to have ongoing coaching on effective communication with parents/carers 	ZF/SM	£500	<p>August 22</p> <p>September 22</p> <p>Ongoing</p>	<p>Physical intervention monitoring will be carried out by ZF/SM, with bespoke feedback being given to staff members who need it to ensure all are compliant in recording and sharing any incidents</p>	<p>All incidents will be recorded in detail and shared with relevant agencies on the say of the Physical Intervention</p> <p>As is standard practice at LPS, any concerns to be shared with the LADO</p> <p>ZF/SM to monitor staff well-being in this area and to ensure paperwork remains effective and fit for purpose</p>
<p>Provide key attachment aware and emotion coaching for new members of staff and provide refresher training for all other staff</p>	<ul style="list-style-type: none"> • Match training needs with appropriate trainer for recently appointed members of staff – training to take place in the autumn term • Refresher training to take place in the spring term 	ZF	£300	ongoing	<p>Focused learning walks</p> <p>Analysis of incident data</p>	<p>Attachment aware approaches evident across the whole school contributing to expectations set out in the relational policy</p>

Why are these priority areas?

- It is important that we keep in mind: Relationships v Behaviour – ‘Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.’ Dr Dan J. Siegel
- Due to the complexity of children attending LPS it is vital that practice reflects the most recent understanding concerning effective support for children that have experienced early life trauma and attachment difficulties

Personal development

Key Targets	Actions	By whom	Cost	By When	How will performance and impact be measured?	Success Criteria Key Performance Indicators
Continue to develop the school's therapeutic strategy, central to this will be a review of SaLT provision across the school and recommendations implemented	<ul style="list-style-type: none"> • Audit provision 2021/22 based on termly evaluations • Create action plan for identified improvements • Ongoing monitoring and evaluation following schools established procedures • The Mental Health support team will be in place from September 2022, led by AP 	RW AP	Mgt Time	ongoing	PP data and monitoring data review Performance management Pupil voice PEPs and Annual Reviews where appropriate	Comprehensive review report completed and informed action planning completed
To build on the mechanisms now in place to monitor the longer-term success of pupils that leave Longford Park to go to secondary schools.	<ul style="list-style-type: none"> • Develop links to communicate and explore transition experiences through a parents group consisting of past parents • Key members of staff with responsibilities for transition to engage in the TTSA Transition Project • Work in partnership with Trafford EP Service and key high schools • Work through identified improvements 	ZF	Staff time	ongoing	Key experiences shared by past parents to current parents Validated R&D project learning Sustainability of high school placements Feedback from stakeholders	Y6 LPS children identifying as being less anxious about their high school transition. KS2 progress sustained through KS3
To develop gross motor and heavy muscle sensory work provision in school.	<ul style="list-style-type: none"> • Identify children and arrange timetabled sessions – Autumn term • Ongoing collaboration with sensory OT to ensure most suitable provision • Monitor and evaluate impact 	SM	Staff time	ongoing	Monitoring of pupil behaviour for those identified Pupil voice	Children, especially those with identified sensory needs, are more able to self-regulate. The room is used effectively throughout the school.

					Annual review paperwork	
					AET framework progress	

Why are these priority areas?

- Social occasions such as lunch and break times are vital for our children to experience positive interactions and learn how to co-operate and tolerate each other
- Currently we do not have any firm evidence concerning how successful transition to mainstream secondary school is for our children. This was raised as an area for improvement during the most recent ofsted inspection

Leadership and management

Key Targets	Actions	By whom	Cost	By When	How will performance and impact be measured?	Success Criteria <i>Key Performance Indicators</i>
Review of staffing structure – maximizing opportunities for all staff to gain professional development opportunities through review of their roles, opportunities across the trust and high quality CPD	<ul style="list-style-type: none"> • Vision for the most effective staffing structure to maximise current operational needs and potential for school development is in place for Autumn 2022 • Ongoing audit and training planning of current staff skills through appraisal Autumn 2022 to identify needs to achieve vision • Performance Management Appraisals cycle 2022 / 2023 • Leadership team to receive external leadership and coaching support 3 times per term • Collaboration with Trust schools to identify opportunities and match skills • Monitor, evaluate and support through the appraisal cycle 	SLT	£1500	ongoing	Performance management cycle	<p>Staffing structure in place to maximize current operational opportunities and the capabilities to maximize school development goals.</p> <p>Each member of staff working towards the LPS core value to become the best they can be</p>
Continue the development of the outreach service following a strategic business plan and for LPS to continue its growth as a Support School.	<ul style="list-style-type: none"> • To review levels of support to be offered in current Service Level Agreements and make necessary changes • To build carefully managed systems that allow LP school based staff to take on outreach caseloads to support the service and individuals professional development • Monitoring of the risk management policy to enable succession planning for the service • To ensure financial procedures lead to required efficiency 	SLT & YQ	Mgt Time	ongoing	<p>Half termly outreach leadership and management meetings to analyse output and efficiency models</p> <p>Reports to advisory committee each term</p>	<p>For the Outreach Service to have engagement with 20 mainstream schools on varying Service Level Agreements</p> <p>Outreach service continues to improve and evolve ensuring it strengthens its leading role in promoting inclusion in local/Trafford</p>

	<ul style="list-style-type: none"> ZF/YQ to work together to ensure the Outreach support is fit for purpose and a plan is in place ready for YQ's phased retirement, which will start in Summer 2023 					schools. Evidenced via school feedback, monitoring and evaluation procedures
To promote staff well-being and continue to develop the ability to manage the demands of teaching pupils with complex SEND	<ul style="list-style-type: none"> Monitor and evaluate the whole staff peer supervision strategy Promotion of staff welfare support in staff handbook and promoted in staff areas of the school 	AP/ZF	Staff time	Ongoing	Staff surveys Consultation opportunities Appraisal Staff attendance data	Staff moral identified and evidenced as a strength of the school
<p>Why are these priority areas?</p> <ul style="list-style-type: none"> For efficiency and to maximise the schools impact it is vital that the correct staffing structure is in place with all staff having access to the highest quality CPD As the role LPS plays in providing system leadership continues to develop it is vital that correct planning to develop leadership capacity within school is implemented The Leading Parent Partnership Award provides a validated structure and criteria to improve parent/carer participation in the school life of their child leading to improved outcomes The SENCo positions at LPS have been developed over the past 2 years. To support EW in her role it is important to support her via this professional development It is vital for sustainability, efficiency and development of the outreach service that a business and risk management plan identifies the current economic barriers many Trafford primary schools currently face and identifies strategies to overcome these barriers and broker appropriate levels of support 						

Appendix