



Northfield School  
Changing Lives and Giving Choices

# Raising Achievement Plan 2018 - 2019

## **Northfield School Raising Achievement Plan**

This plan outlines the actions identified from the school's Self Evaluation and Local Authority Support Plan.

### **The aims of the Raising Achievement Plan are to:**

- Ensure that the current position and future perspectives of the school are clear, transparent to all stakeholders and are central to school improvement
- Detail specific actions to meet the short-term objectives which will provide the building blocks for work on strategic intents to begin
- Ensure all internal and external stakeholders are aware of, motivated by, and committed to the school's journey of improvement
- Provide strategic intents which will focus on building for the future and ensuring we are capable of reaching our long-term goals and effecting continuous improvement

This plan aims to reflect the school's shared and agreed vision and the principles of entitlement, enrichment and equal opportunity, which underpin all actions in providing the most positive way forward for all the students in our school.

In supporting the aims of our school and throughout our work on School Improvement, we will uphold the following:

### **For the Staff**

Our aim is that all in the community feel valued for the work they do and are clear about their roles and responsibilities, their continuing professional development and appreciate how their work can impact upon whole school improvement.

We will work to enhance the sense of ownership within the staff team so that skills, knowledge and ideas can be freely shared with the aim of improving our effectiveness.

In practice:

- ensure all new staff are thoroughly inducted and receive relevant and appropriate entry level training
- continue to offer a programme of training opportunities and Continuing Professional Leadership Development
- maintain personal and professional development through lifelong learning
- maintain supportive performance management and appraisal systems for teaching and support staff
- maintain a programme of coaching to sustain improvement

- sustain effective relationships within the staff body
- ensure that the working environment is conducive to effective teaching, learning and support
- ensure workplace wellbeing and work life enhancement opportunities are a regular feature of staff meetings and INSET sessions

## **The Curriculum**

We will work to create and maintain a curriculum, which is appropriate for the all-round development of each student and the needs of an ever-developing and diverse society, which provides appropriate challenge and support.

We will ensure the delivery of the curriculum goes beyond the confines of the classroom and supports the wide range of skills, talents and all-round growth essential for full personal development for students as valued members of the community.

In practice:

- develop and maintain a broad, balanced and relevant curriculum which underpins the value of learning for personal growth throughout life
- focus on the learning needs of the individual in the context of a diverse society
- ensure that there are continual opportunities for English, Mathematics, PHSE, Careers Education and ICT across the curriculum
- ensure that the spiritual, moral, social and cultural development of the students is paramount and that it is embedded in the day to day life of the school
- ensure all students have access to a varied, meaningful and hands-on work related learning programme and can access accredited courses from external specialist providers e.g. TRAX
- provide an accredited programme of study for all students: Entry Level to GCSE
- continue to sustain an awareness of multi-cultural values, an understanding and acceptance of difference and equal opportunity for all

## **Student Progress**

We will work to ensure that the progress and achievements of our students is monitored effectively and that students believe in themselves as 'achievers' who experience success daily. Improved levels of attendance will be promoted and expected so that students have maximum opportunities to succeed and can reach their personal potential.

In practice:

- to implement a whole school assessment policy
- use assessment data to inform target setting and future planning
- ensure students have opportunities to access statutory assessments and appropriate formal qualifications, and are well equipped to perform well in examinations
- monitor behaviour and attendance data
- research the complex learning and behavioural needs of our students and increase our knowledge of specific learning disabilities
- ensure that students' preferred learning styles are considered in the planning and delivery of the curriculum
- ensure that students' pastoral support and personal needs are catered for across the curriculum and within their class communities

## **Our School**

As the roll of the school increases over the next 2 – 3 years, we will ensure that we maintain the learning environment and ethos for learning through a measured admissions policy.

In practice:

- ensure new students meet the school's admissions criteria
- ensure all students referred for admission are considered and that creative bespoke pathways are considered, as appropriate
- take advantage of new opportunities to work with the LA to further enhance and extend the SEN provision in Oxfordshire
- further develop links with referring schools, making visits to observe new students
- build links and relationships with community schools and academies

- become more actively involved in the school's partnerships and networks: Oxfordshire Teaching School Alliance (OTSA), Oxfordshire Association of Special School Head Teachers (OASSH)

## School Site

Ensure that the building programme for the school meets the needs of our growing population of complex students. Maintain an environment which is inspirational, stimulating and interactive.

In practice:

- continue to work with the Local Authority and construction team to develop plans for a new build which meets the needs of the community
- continue to renovate our school, enhancing our educational provision in a way that best serves our students until our new build is complete
- ensure that all areas of the school comply with agreed levels of Health and Safety
- ensure that the Safeguarding of students is paramount at all times

## Northfield School Self Evaluation Summary January 2019 (see full SEF for further detail)

<b>Overall Effectiveness</b>	<b>4</b>
Leadership and Management	3/4
Quality of Teaching, Learning and Assessment	4
Personal development, behaviour and welfare	4
Outcomes for learners	4

## **Strengths**

- Leaders and members of the IEB are clear about the priority areas for improvement in the school
- The school buildings have been re-furbished and now offer more suitable accommodation for the students
- An Interim Executive Board have been appointed by the Local Authority to support in the turn around of the school and to ensure that rapid improvements are made
- The Acting Senior Leadership Team are secured for the academic year 2018 – 2019 and have an appetite for change and improvement and are working effectively with partners
- Experienced special school partners are supporting school improvement plans
- Middle leaders have clearer roles in school improvement and are starting to have an impact on improving the quality of their subject areas e.g. mathematics
- A strong culture of safeguarding is embedded across the school
- There is a strong commitment from the staff team, all of whom have been retained at the school throughout a prolonged period of change and turbulence
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## **Section A**

### **The vision of Northfield School is that all students:**

- irrespective of their special needs and diversity, are of equal value, and should be encouraged to develop to their full potential. All pupils are unique and should be respected for the contribution that they can make to the school, and in their future lives in their chosen communities
- will be provided with an academic provision in which the highest levels of teaching and learning are consistently delivered, and pupils are empowered to learn in a positive and creative environment
- have the right to be taught by staff who strive to understand pupils' needs, are well qualified and have respect for their special needs and diversity
- will be taught in an exciting, safe and stimulating learning environment with teaching and learning based on a foundation of sound pedagogical practice, supplemented by a willingness to adopt responsive and flexible approaches and the most recent evidence based research
- will be educated in a community which demonstrates a positive ethos and a culture of mutual respect
- will be supported by a specialist environment designed specifically to meet their Special Educational Needs

## Section B

### Detailed Description of the School

#### Students

Number on roll from January 2019      0% girls      100% boys

Key Stage	Year Group	Total students	Girls	Boys
3	7	5	0	5
	8	11	0	11
	9	11	0	11
4	10	12	0	12
	11	12	0	12
5	12	0	0	0
	13	0	0	0
<b>Total</b>	<b>n/a</b>	<b>51</b>	<b>0</b>	<b>51</b>
76 planned places, excluding 6 <sup>th</sup> Form 0 in the 6 <sup>th</sup> form – 51 students on roll				
25 places available in the academic year 2018 – 2019				

## Northfield School Staffing Structure

Northfield School Senior Leadership Team										
<b>Consultant Executive Head Teacher</b>					<b>Acting Head Teacher</b>					
Kay Willett (CEO The Gallery Trist)					Tristan Powell					
<b>SEND and School Improvement Lead (0.5)</b> Teaching and Learning		<b>Consultant Deputy Head Teacher</b> SEND/Teaching and Learning		<b>Acting Deputy Head Teacher</b> Pastoral Lead		<b>Executive HR and Business Managers (0.3)</b>		<b>SEND and School Improvement Lead (0.5)</b> SEND/Safeguarding		
Charlotte Roberts (GT)		Lynne Smith (GT)		Ellie Desmond		Sally Hunston (GT) Jane Horne (GT)		Joanna Jones (GT)		
Northfield School Learning Managers										
<b>Learning Lead Mathematics</b>		<b>Learning Lead English</b>		<b>Learning Lead ICT</b>		<b>SENDCo</b>		<b>Behaviour Support Manager</b>		
Paula McLoughlin		Heather Blackband		Alex Rigley Brown		Karen Thomas		Ashley Brind		
Northfield School Improvement Board										
<b>Executive Head</b>	<b>Head Teacher</b>	<b>Local Authority</b>	<b>Chair IEB</b>	<b>Consultant Deputy Head</b>	<b>Director of SEND</b>	<b>Director of SEND</b>	<b>Deputy Head Teacher</b>	<b>Business and HR</b>		
Kay Willett	Tristan Powell	Jayne Howarth	Sian Rodway	Lynne Smith	Charlotte Roberts	Joanna Jones	Ellie Desmond	Sally Hunston		
Teachers										
Alex Rigley Brown		Dan Richardson		Lorna Adams		Joe Wells		Colleen Ashbee	Renee Townsend	Alice Crowther
Support Staff										
Vicky Staples		Debbie Wills		Emily Lincoln		Stephanie Bailey		Sharon Nicholls		Greg Hale
Anne Brown		Gemma Lovatt		Anne O'Callaghan		Grant Brown		Brett Purchase Rathbone		Lorraine Wraight



## Section C The Strategic Plans

### 2019 - 2021

#### Strategic Planning 2-3 years

- Work with the LA and DfE to secure a Sponsor Multi Academy Trust to take the school into it's community
- Ensure that the school makes rapid improvements and secures a good judgement from Ofsted by seeking to grow a specialist and dedicated workforce specifically trained to work towards the agreed vision and pedagogy of the school
- Ensure effective recruitment and succession planning provides strong leadership and management models across all the school
- Ensure that there are increased opportunities for all students to attend residential visits, both in the UK and abroad, to develop their independence and self-care skills
- Embed the schools restorative principles and ensure that the school's new policy is live in practice
- Improve the schools facilities for the staff team to promote wellbeing and encourage retention
- Develop an effective Key Stage 2 and Key Stage 5 Provision
- Work with the Oxfordshire Special Teaching Schools: Mulberry Bush; Frank Wise; Iffley, to ensure the Network has a significant impact on the strategic vision for SEND and standards within the school
- Further improve the admissions and assessment procedures for the school to ensure that all students are suitably placed and have clear learning outcomes agreed for the end of each stage of their life at the school
- Ensure all students in KS4/5 have access to extended and supported work experience programmes
- Provide further opportunities for students to take up apprenticeships at the school e.g. Sports TA
- Secure Lead Practitioners in SEND within the school and ensure they have opportunities to work across the schools within the Trust
- Work with the Local Authority and construction team on a school new build which meets the needs of the community
- Following the new build, make a successful transition into the new school buildings ensuring that the specialist facilities and resources are used effectively and support students' wellbeing and growth
- Review the Curriculum model to ensure that opportunities to learn in the school's new specialist facilities are exploited e.g. Fitness and Sports, and accreditation is linked to student interest and ability

**The school will rapidly move towards a judgement of 'Requires Improvement' from Ofsted. The following Strategic Plans will secure this judgement**

Action Plan	Effectiveness of Leadership and Management	Lead staff	IEB
1	<p>To ensure effective leadership and management is maintained during a period of turbulence and transition to the school's Acting Leadership Team, ensuring that, a) staff understand the new SLT/ELT model and feel supported and challenged by leaders, and b) governors develop effective working relationships with the Consultant Executive Head Teacher and Acting Head Teacher. This will be demonstrated through:</p> <ul style="list-style-type: none"> <li>- Consistent communication of the school's vision and values to all stakeholders</li> <li>- Effective communication to staff regarding senior leaders' roles and responsibilities</li> <li>- Senior leaders demonstrating ownership and accountability for their responsibilities</li> <li>- The SLT make effective links with the LA and across OASSH, maximising opportunities for collaboration and knowledge transfer</li> <li>- Acting Head Teacher completing OTSA 'Early Headship Programme'</li> </ul>	KW TP	
2	<p>To ensure that staff and students excel by further improving the SEN knowledge and skills of the staff team, by:</p> <ul style="list-style-type: none"> <li>- implementing a system of performance management for support staff which provides a consistent and structured appraisal process giving the opportunity to review performance, agree objectives linked to the Raising Achievement Plan and their role, and ensures that staff have the skills, training and support to carry out their role effectively.</li> <li>- introducing Teaching Assistant Standards for support staff</li> <li>- introducing formal supervision for all staff</li> <li>- delivering a robust programme of SEN training and development opportunities across the year, tailoring specific CPD opportunities to teams e.g. Pastoral Team, Curriculum Leads</li> </ul>	TP JJ	
<b>Quality of Teaching, Learning and Assessment</b>			
3	<p>To work towards the highest standards, both academically and vocationally for all learners, through the delivery of a new curriculum model which is:</p> <ul style="list-style-type: none"> <li>- securing and embedding teacher knowledge, skills and understanding of all the subjects they teach</li> <li>- further improving planning across all groups to ensure appropriate challenge, differentiation, progress and reinforcement of key skills</li> <li>- developing rigorous assessment benchmarks for the core subjects (e.g. FFT targets) e.g. English, Mathematics and Science</li> <li>- ensuring that all learners in KS4 achieve at least 3 accredited awards ranging from Entry Level to Level 2 qualifications (GCSE)</li> <li>- monitoring and evaluating the impact of alternative providers and the accreditation that they offer (including the standard of teaching and learning within those establishments)</li> </ul>	LS CR	

### Quality of Teaching, Learning and Assessment

4	<p>Improve outcomes for all students by successfully implementing a new curriculum model across the school which has a focus on stages of learning and the delivery of thematic approaches to learning which are individualised for each class and student cohorts across the school and give opportunities for all students to excel and progress both academically and vocationally. This will be achieved by:</p> <ul style="list-style-type: none"> <li>- growing expertise within teaching teams and encouraging reflection and debate on how we teach</li> <li>- creating a climate in which colleagues are motivated and trusted to take risks and innovate ways in which they teach</li> <li>- introducing termly themes, e.g. What makes Oxford famous, which deliver a thematic cyclical approach to curriculum coverage</li> <li>- incorporating National Curriculum competency descriptors into medium and short term planning</li> <li>- focusing on students developing deeper or wider understanding and not just moving on to work of greater difficulty and giving increased opportunities for consolidation and recognising this is progression</li> </ul>	LS  Learning Managers	
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### Personal development, behaviour and welfare

5	<p>To ensure that all students are supported to have prompt and regular attendance throughout the school and have opportunities to value their education, rarely miss a day at school and with no groups disadvantaged. The attendance of students with attendance below the national average will be rise with a) 50% of persistent absentees attending for 80%+ sessions, b) the group of students identified as PAs in 2017/18 reducing by 20%, c) students with a PN of SEMH securing good attendance overall (80%+), by:</p> <ul style="list-style-type: none"> <li>- ensuring that the leadership team has a significant impact on attendance and punctuality, both in getting to school and from lesson to lesson</li> <li>- improving attendance monitoring systems to ensure that negative trends in attendance and absenteeism are addressed promptly and robust plans are actioned</li> <li>- further improving the school systems and processes ensuring that the roles within the team are clearly defined</li> </ul>	ED	
6	<p>To promote high standards of personal development, behaviour and welfare throughout the school by introducing a therapeutic, child centred approach, by: a) equipping learners with the behaviours and attitudes required to make sustained progress and enjoy success b) enabling them to deal effectively with conflict and c) demonstrating trust and respect for school staff when engaged in restorative work, through:</p> <ul style="list-style-type: none"> <li>- current research and evidence based practice</li> <li>- developing a more restorative approach across the school</li> <li>- providing additional, supported, training with a focus on the development of restorative approaches</li> <li>- introducing monitoring systems to review the success of restorative approaches for learners across the school</li> </ul>	ED	

**Personal development, behaviour and welfare**

7	<p>To promote high standards of personal development, behaviour and welfare throughout the school, taking account of the cohort of students and range of SEN, by:</p> <ul style="list-style-type: none"> <li>- ensuring the school's safeguarding procedures are immaculate and ensure that the well being, health, safety and human rights of our students is paramount</li> <li>- ensuring staff have regular opportunities for peer coaching and training in de-escalation strategies and the use of physical interventions</li> <li>- working more collaboratively with parents and carers, ensuring opportunities to work in partnership are never missed</li> <li>- improving the school's procedures for recording communication with parents and carers</li> <li>- developing a procedures for addressing 'peer on peer abuse', incorporating this into the Safeguarding Policy to ensure practice is exemplary</li> </ul>	JJ TP	
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**Outcomes for children and other learners**

8	<p>Improve outcomes for specific groups of learners in English, ensuring that a) low attaining students make at least 33% progress per term, b) higher attainers make 50%+ progress per term, c) all students in KS4 make progress and achieve at least Entry Level qualifications, and d) 25% of Y11 will achieve at least GCSE grade 2, by:</p> <ul style="list-style-type: none"> <li>- further embedding Lexia sessions as part of the core offer to students</li> <li>- further training for staff in the use of phonics e.g. Lexia</li> <li>- effectively implementing national initiatives e.g. year 7 Catch up funding and Pupil Premium</li> <li>- further improving the planning and delivery of English across the school</li> </ul>	LS HB	
9	<p>Improve outcomes for all learners in Mathematics, ensuring that a) low attaining students make at least 33% progress per term, b) middle and higher attainers make 50%+ progress per term, c) all students in KS4 make progress and achieve at least Entry Level qualifications, and d) 25% of Y11 will achieve at least GCSE grade 2, by:</p> <ul style="list-style-type: none"> <li>- developing the quality of teaching in maths across the school</li> <li>- effectively implementing national initiatives e.g. year 7 Catch up funding and Pupil Premium</li> <li>- further improving the planning and delivery of mathematics across the school, specifically looking at individual class planning, target setting and differentiation</li> <li>- introducing pupil progress meetings with teaching colleagues to target on focused student or group interventions with robust monitoring in place throughout the year</li> <li>- ensure all teaching staff demonstrate a deep knowledge and understanding in mathematics through the delivery of a programme of CPD</li> </ul>	LS PM	

10	<p>To further improve outcomes for learners by ensuring the school complies with the responsibilities from the SEND Code of Practice (2015), by:</p> <ul style="list-style-type: none"><li>• Undertaking a robust audit of SEND practices and protocols across the school</li><li>• Ensuring that EHCP outcomes inform planning of teaching and learning</li><li>• Ensuring that Student Profiles are used effectively to promote progress</li><li>• Reviewing the SEND Policy</li></ul>	LS	
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