

Hedgewood School Improvement Plan 2024-2025

Priority 1: The Quality of Education

Key priorities						
<p>a. To consolidate and deepen teachers' subject-specific knowledge.</p> <p>b. To improve teachers' approaches and accuracy when assessing pupils' subject-specific learning.</p> <p>c. To sustain and consolidate our approaches to early reading, deepening staff knowledge and understanding to enable them more precisely to identify, for each pupil, gaps in learning and next steps.</p> <p>d. To further develop writing to ensure pupils can write confidently, accurately and effectively for pleasure and to inform.</p> <p>e. To incorporate clear guidance for curriculum and assessment progression within the school.</p> <p>“If we can create a culture where every teacher believes they can improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.” Dylan William</p>						
Priority improvement	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
a. To consolidate and deepen teachers' subject-specific knowledge.	Subject-specific curriculum meetings will continue to bring together teachers to share best practice, pedagogical knowledge, and further develop their skills.	Time to develop teachers' subject knowledge	Assistant Headteachers Learning Managers	Teachers	September	July
	Encourage teachers to engage with the wider community so they stay up to date with	Membership to SWALLS	Assistant Headteachers	Teachers	September	July

	<p>educational improvements, trends, and research.</p> <p>For example, they can participate in the Hillingdon Learning Partnership or SWALLS for subject-specific engagement. By joining subject associations such as 'The Council for Subject Associations' (CfSA) and the 'Education Endowment Foundation' (EEF), teachers can access valuable resources and training opportunities.</p>	£195 per annum	Learning Managers			
	Maintain and enhance our cycle for reviewing the quality of teaching and learning through deep dives, drop ins and evaluating the quality of seesaw learning journeys.	Time Training	SLT Learning Managers	Teachers	November	July
b. To improve teachers' approaches and accuracy when assessing pupils' subject-specific learning.	<p>Teachers to use high-quality information about pupils' current capabilities to plan teaching next steps.</p> <p>For each phase, assessment is to be recorded into a single document to support teachers' effective tracking of pupils' current attainment, identifying next steps more easily.</p> <p>Analysis of overall attainment against Personal Learning Plans is to be done at each review point, in the Spring and Summer terms.</p>	Time Training	Assistant Headteachers	Teachers	September	July
	Include an assessment enquiry question for teachers to select as part of their Peer Research and Development (PRaD) linked into the teacher Professional Performance & Growth (TPPaG)	Time Training	Co-Headteachers	Teachers Phase Leaders	November	July

	Improve effectiveness of pupil evaluation meetings.	Time Training	SLT	Teachers Phase Leaders	November	July
c. To sustain and consolidate our approaches to early reading, deepening staff knowledge and understanding to enable them more precisely to identify, for each pupil, gaps in learning and next steps.	Phonics and reading training sessions are integrated into the 24-25 INSET and curriculum meeting cycles to ensure all staff members have the depth of knowledge and skills to be highly effective in teaching our children to read, at each stage of the Hedgewood curriculum.	Training costs and Time	Assistant Headteachers & English Learning Managers	Teachers	October	July
	To continue to use a balanced and engaging approach in developing pupils' reading, integrating both decoding and comprehension. Alongside this we will continue to invest in a breadth of reading resources that will engage our pupils through their special interests.	Training costs and Time	English Learning Managers	Teachers	October	July
	Invest in Talk Tools Level 1 certified course for phase leaders and Speech and Language therapists, to utilise evidence-based practices in enhancing children's speech and feeding.	Training costs £2951.25 & time	AHT & therapists	Teachers	Beginning of September	July
	Develop the precision and detail of our tracking documents for reading and phonics (for each phase of the Hedgewood curriculum) to ensure they better support	Time	AHT	Teachers	October	July

	teachers' assessment of pupils' reading. Incorporate talk tools practices as well.		& English Learning Managers			
	Ensure the school website clearly identifies and explains the start and end points, as well as our expectations for reading, phonics, and writing, for each phase of the Hedgewood curriculum.	Time to update content and record short videos.	CHT/SLT	Teaching staff Stakeholders	January	May
d. To further develop writing to ensure pupils can write confidently, accurately and effectively for pleasure and to inform.	Invest in "Writing Without Tears" training for phase leaders, teachers, and occupational therapists to enhance the writing curriculum with evidence-based practices. (Readiness & Writing for Pre-K Handwriting Without Tears Print (K-2)	Training costs £1038,47 and Time	Occupational Therapists/ English Learning Managers	Teachers	October	July
	Create a 'writing guidance' training for teaching staff to ensure all have the necessary knowledge, skills and understanding to teach children to be motivated and fully engaged in improving their writing in each phase.	Training costs and Time	Occupational Therapists/ English Learning Managers	Teachers	October	July
	Consolidate and further develop our high-quality approaches to pupils' communication, speaking and listening and vocabulary development	Training & resource costs and Time	Speech and Language therapist/ SLT	Teachers	October	July
e. To incorporate clear guidance	Establish clear guidelines to support our Hedgewood curriculum and assessment progression so all teaching staff understand.	Training and Time	SLT	Teachers TA's	September	January

for curriculum and assessment progression within the school.	Clear guidelines for curriculum and assessment progression are communicated on the school website and shared with all stakeholders.	Time	HT /SLT	Teachers Stakeholders	September	July
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Priority 2: Behaviour and attitudes

Key priorities						
<p>a) To enhance staff understanding of behaviour and safety at Hedgewood (policy and training).</p> <p>b) To set up a review timetable for individual pupil Risk Assessments or Positive Behaviour Support plans, providing parents and caregivers with these assessments or plans, alongside training/guidance to enhance their understanding.</p> <p>c) To establish a consistent induction process for all new staff at Hedgewood and consolidate the understanding of all existing staff by maintaining high-quality CPD.</p>						
Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
a. To enhance staff understanding of behaviour and safety at Hedgewood (policy and training).	Update Hedgewood behaviour policy to reflect updated DfE guidance, and share with staff and stakeholders.	DSL/SLT Time	DSL/HT	Teaching staff	October	July
	Studio III staff training is scheduled for first half of Autumn term.	£900	PBS lead	Teaching staff	October	December
b. To set up a review timetable for individual pupil Risk Assessments or Positive Behaviour Support plans,	Establish the support structure of the new Intensive Pupil Support (IPS) Team for earlier interventions to better address pupils' behaviour needs.	Time /bi-Weekly meetings	PBS AHT	Teaching staff	September	July
	Utilise data from SLEUTH to inform RA/ PBSP review cycles.	Time & Training	PBS Lead	Teachers	January	July

providing parents and caregivers with these assessments or plans, alongside training/guidance to enhance their understanding.			CHT			
	Training and guidance given to teachers, phase leaders on how to approach conversations with parents and caregivers around their children's behaviour plans and risk assessments.	Time & Training	PBS SLT	Teachers Parents/ Caregivers	October	July
c. To establish a consistent induction process for all new staff at Hedgewood, and consolidate the understanding of all existing staff by maintaining high-quality CPD.	Incorporate training using modules from the National College to complement in-person CPD	Time & Training £2242.50 per Annum	PBS SLT	Teaching staff	November	July
	Continue the bespoke training programme for PBS INSET training across the year	Time & Training	PBS AHT	Teaching staff	September	July
	All staff access safeguarding training, including online safety and Prevent.	Time & Training	DSL/DDSL	All staff	September	July
	Update and ensure Hedgewood's recruitment policy is clear and meets KCSIE standards. All staff and governors complete required safeguarding training, including online safety and Prevent.	Time & Training	HT/DSL	All staff	September	Review September 25
	Phased, comprehensive induction programme for all new employees.	Time & Training	SLT	Teaching staff	September	July

	Continued investment in staff development and skill enhancement through NPQ & SCITT programmes	£8000	SLT	Teaching staff	September	July
	Engage with wider school networks (particularly for SEND) to stay up-to-date with educational improvements, trends, and best-practice research.	SWALLS Network of special schools £195 per annum	SLT	Teaching staff	July 24	July 25

Priority 3: Personal development

Key priorities						
<p>a) To further develop our online safety training, resources and workshops to support staff, and parents and caregivers, to be up-to-date in helping pupils navigate (evolving) digital spaces safely.</p> <p>b) To ensure high quality teaching of relationship and health education (RHE) promoting pupils' independence and life skills by tailoring it to each pupil's ability, utilising AFLS (Assessment of Functional Living Skills) and *ABLLS (The Assessment of Basic Language and Learning Skills- Revised (The ABLLS-R)).</p> <p>c) To maintain a strong focus on improving attendance; update the attendance policy to reflect Department for Education (DfE) guidance for September 2024.</p>						
Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
a. To further develop our online safety training, resources and workshops to support staff, and parents and caregivers, to be up-to-date in helping pupils navigate (evolving) digital spaces safely.	Enhance the teaching of online safety at the earliest possible stage.	Time & Training	DSL/DDSLs Computing lead	Teachers Parents/ Caregivers	October	July
	Deliver online safety workshops to parents/caregivers to strengthen their understanding of the importance of filtering and monitoring at home.	Time & Training	DSL/DDSLs Computing lead	Teachers Parents/ Caregivers	Spring term	Ongoing

b. To ensure high quality teaching of relationship and health education (RHE) promoting pupils' independence and life skills by tailoring it to each pupil's ability, utilising AFLS (Assessment of Functional Living Skills) and *ABLLS (The Assessment of Basic Language and Learning Skills-Revised (The ABLLS-R).	Provide training for teachers on utilising AFLS (Assessment of Functional Living Skills) and *ABLLS (The Assessment of Basic Language and Learning Skills-Revised	Time & Training	AHT	Teaching staff	September	July
	Invest in training manuals	£1616.30	SLT	Teachers	September	-
c. To maintain a strong focus on improving attendance; updating the attendance policy to reflect Department for Education (DfE) guidance for September 2024.	Collaborate and share good practice with other special schools by: <ul style="list-style-type: none"> attending attendance cluster meetings accessing special school networks 	Time and cost of training	Attendance Lead & Attendance officer	Pupils Parent/carers Stakeholders	September	July
	Update the attendance policy in accordance with Department for Education (DfE) guidance for September 2024.	Time	DSL/Attendance Officer & Lead	Pupils Parent/carers Stakeholders	September	July

Priority 4: Leadership and management

Key priorities						
<p>a) To set challenging performance management targets for every teacher, with measurable outcomes that ensure continuous improvement; particularly in relation to teachers' whole-school responsibility areas.</p> <p>b) To improve the subject-specific knowledge of every teacher and teaching assistant (classroom practitioners) deepening understanding to enhance teaching practice and support for learning.</p> <p>c) To further develop the supervision cycle for every member of staff, to enhance their performance and provide information to structure continuous professional development.</p>						
Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
a) To set challenging performance management targets for every teacher, with measurable outcomes that ensure continuous improvement; particularly in relation to teachers' whole-school responsibility areas.	Enhance professional development by implementing Teacher Professional Performance and Growth (PPaG). This new approach will be more reflective and developmental, empowering teachers to take ownership of their targets.	Training & Time	CHT SLT Phase Leaders Teachers	Teachers	October 24	October 25

<p>b) To improve the subject-specific knowledge of every teacher and teaching assistant (classroom practitioners) deepening understanding to enhance teaching practice and support for learning.</p>		<p>Time to develop teachers' subject-specific knowledge</p>	<p>SLT Phase Leaders Teachers Teaching Assistants</p>	<p>Teachers Teaching Assistants</p>	<p>September 24</p>	<p>Ongoing</p>
<p>c) To further develop the supervision cycle for every member of staff, to enhance their performance and provide information to structure continuous professional development.</p>	<p>To link the supervision cycle to enquiry questions featured in the Teacher Professional Performance and Growth (PPaG), adapting for teaching staff.</p>	<p>Training & Time</p>	<p>SLT Phase Leaders Teachers</p>	<p>Teaching staff</p>	<p>November</p>	<p>July</p>
	<p>School Business Manager to carry out supervision appraisals for Non-teaching staff.</p>	<p>Training & Time</p>	<p>SBM SLT</p>	<p>No Teaching staff</p>	<p>Spring term</p>	<p>July</p>

Priority 5: Quality of Early Years Education

Key priorities						
<ol style="list-style-type: none"> Enhance achievement in the Early Years Foundation Stage (EYFS) by investing in training courses for early reading and writing, focusing on Talk tools and 'Writing without Tears'. Improve staff knowledge of pupils' sensory needs, particularly in sensory integration. 						
Priority improvements	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
1. Enhance achievement in the Early Years Foundation Stage (EYFS) by investing in training courses for early reading and writing, focusing on Talk tools and 'Writing without Tears'.	All teachers to know and understand what outstanding teaching and learning looks like through observing	Time & Training	AHT	Teachers	October	July
	Invest in "Writing Without Tears" training for phase leaders, teachers, and occupational therapists to enhance the writing curriculum with evidence-based practices. (Readiness & Writing for Pre-K Handwriting Without Tears Print (K-2)	Time & Training	AHT Therapists, Teaching staff & English Leads	Teaching staff	October	July

	Create a 'writing guidance' training for teaching staff to ensure all have the necessary knowledge, skills and understanding to teach children to be motivated and fully engaged in improving their writing in each phase.	Training costs £1038,47 & Time	AHT Therapists, Phase Leads English Leads	Teaching staff	October	July
	Invest in Talk Tools Level 1 certified course for phase leaders and Speech and Language therapists, to utilise evidence-based practices in enhancing children's speech and feeding.	Training costs £2951.25 and Time	Assistant Headteachers & therapists	Teachers	Beginning of September	July
Improve staff knowledge of pupils' sensory needs, particularly in sensory integration.	Invest in training for occupational therapists to enhance their knowledge of sensory integration. This will enable them to deliver school wide training on sensory integration.	Training £3749+£358	Occupational Therapists	Teachers	Spring term	July