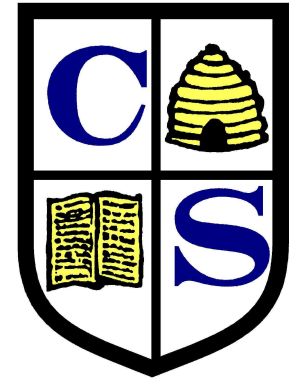


# Clare Mount Specialist Sports College



## School Integrated Development Plan (SIDP)

Focused Priorities 2014-2015

Overview for 2013-2016



## **Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:**

The SIDP for Clare Mount is a fluid and working document, which may change, develop and evolve according an ever-changing educational landscape and more importantly due to the changing needs of our learners (be they pupils or staff). The SIDP has been shaped by previous development plans, feedback from Ofsted and offering awarding bodies (such as the National Autistic Society), and by open communication with staff, parents, pupils and Governors.

Original sections of SEF	Our Focus Priorities are:
<b>Outcomes for learners: How well are pupils doing?</b>	<b>1: High expectations and delivering outstanding practice.</b>
<b>Teaching and Learning:</b>	<b>2: Personalised Learning pathways.</b>
<b>Behaviour and Safeguarding:</b>	<b>3: Data management and information for parents.</b>
<b>Leadership and Management:</b>	<b>4: Public relations and centre of excellence in ASC/MLD</b>

Our last Ofsted Inspection visit in 2010 judged Clare Mount to be 'Outstanding'. Since then the school has worked tirelessly to continue to improve and progress. Just some of the key milestones achieved include:

- **2011 – International Schools ward (successfully renewed in 2014).**
- **2011 – Youth Sport Trust Gold Partner Status (successfully renewed in 2014).**
- **2013 – School Games Gold Kitemark Award (successfully renewed in 2014).**
- **2014 – Artsmark Gold Award.**
- **2014 – National Autism Society Accreditation.**
- **2014 – Association for Physical Education Quality Mark with distinction.**
- **2014 – Healthy Schools Enhanced Status.**
- **2014 – Green Flag Award.**

# **Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:**

**Context:** Our **SIDP 2014-2015** sets out how we will fulfill our responsibilities to the ‘**CLARE MOUNT CHILD**’. Our plan sets out how we will achieve:

- **Better outcomes** - Driving improvement for children and learners of all ages.
- **Better analysis of systems and processes** - Improving the way we work in order to provide sharper accountability that celebrates success, focuses on underperformance (especially of our most vulnerable pupils) and drives fairness for those using services.
- **Better pupil, staff, parental and multi-agency involvement** - Ensuring that people’s views and experiences inform school improvement.
- **Better ways of working** - Using our resources responsibly in effective, efficient and sustainable ways.

Building on the progress made in 2013-2014, our focus priorities also take into account of the fundamental views of staff and Governors about the future direction of the school (see staff survey results), as well as accounting for a ‘shared vision’ of a new Senior Learning Team based around the **C.H.I.L.D.** (see below), and the premise of having **DISCIPLINED people, thought and action** to maintain and develop our reputation as a **GREAT school** (Good to Great, Jim Collins, 2006).

Child-centred
Holiday and other provision
Information to parents
Links with key partners
Development

## **Vision statement:**

We embrace the Paralympic vision for our young people: “**to be role models and catalysts for change**” (see our website for further information on our core values and ethos).

# Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

## Focus Priorities (Extended version):

Focus Priority 1	<p><b>High expectations and delivering outstanding practice:</b> To continue to deliver and sustain outstanding teaching and learning experiences across the school, setting suitable challenges. Having high expectations and fostering an 'I can' mentality to learning to learn.</p> <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> <li>• Assessment for learning.</li> <li>• Sharing best practice.</li> <li>• Work review and marking.</li> <li>• Literacy and numeracy strategy.</li> <li>• Professional development, coaching and mentoring.</li> <li>• Whole school events and celebrations.</li> </ul>
Focus Priority 2	<p><b>Personalised learning pathways:</b> Respond to individual pupils' needs (academic, social and emotional) by improving, developing and refreshing creative personalised learning pathways (within and beyond the curriculum) which fully prepare our pupils for the transition to college and lives after school.</p> <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> <li>• Pastoral care.</li> <li>• Effective use and management of TAs.</li> <li>• 'School offer' and extra-curricular opportunities.</li> <li>• 6<sup>th</sup> form provision.</li> <li>• Multi-agency working.</li> </ul>
Focus Priority 3	<p><b>Data management and information to parents:</b> Improve the efficiency and effectiveness of data management and information to parents to maximise pupil progress and achievement:</p> <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> <li>• Curriculum mapping.</li> <li>• Exams and Accreditation.</li> <li>• Improved communication systems.</li> <li>• Website and new technology.</li> <li>• Reporting procedures.</li> <li>• Individual Education Plans.</li> </ul>
Focus Priority 4	<p><b>Public relations and centre of excellence in ASC/MLD:</b> Capitalise on achieving ASC accreditation and our expertise in working with ASC/MLD pupils to support other schools to meet the needs of individual pupils.</p> <p><u>Key outcomes:</u></p> <ul style="list-style-type: none"> <li>• ASC training service.</li> <li>• Transition.</li> <li>• Sports College / School Games Organiser.</li> <li>• Inclusion days / ITT training.</li> </ul>

# **Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:**

## **The school areas for development are split into 3 sections**

- (1) Teaching & Learning within school;
- (2) Teaching and Learning beyond school, and
- (3) The Management of Teaching and Learning.

### **(1) Teaching & Learning within school:**

#### **Building blocks to success (Foundations):**

<b>Literacy Strategy</b>	<b>Numeracy Strategy</b>	<b>Curriculum mapping</b>	<b>Assessment for Learning &amp; Work Review</b>	<b>Improved use of data and ICT</b>	<b>Coaching and Mentoring</b>	<b>Pastoral Care</b>	<b>Further developing independence of pupils</b>
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## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

<b>Theme: Literacy Strategy</b>	<b>SIPD: Section 1</b>	<b>FPs: 1 to 3</b>
Lead: TL		
<b>Objectives (Disciplined Thought)</b>	<b>Disciplined Action Steps</b>	<b>Outcome (Measuring impact)</b>
<ul style="list-style-type: none"> <li><b><u>Educational Excellence</u>: Raise the profile of the literacy strategy across the whole school.</b></li> </ul>	<ul style="list-style-type: none"> <li>Year 7 reading group / WRATT tests will take place by October half term.</li> <li>On the 7<sup>th</sup> October, TL will deliver a whole staff CPD showing how to 'measure progress in English'.</li> <li>By early November, members of the English Department will observe targeted pupils in different subjects (half a dozen across the school).</li> <li>By the end of November 2014, TL/SC will deliver the key principles of Read. Write. Inc. training to all staff as a twilight training.</li> <li>Intervention strategies, such as Tranmere Playing for Success and Reading Stars, will be used to engage 'weaker' learners.</li> <li>From January to April: English will work with at least ONE department to apply some of the key principles of Read. Write. Inc.</li> <li>During the Spring Term, The English Department will lead on TA training around "Read. Write. Inc" ..</li> <li>Consolidate the use of pyramids, – speaking and listening colour sheets, and colour-coding of library books.</li> </ul>	<ul style="list-style-type: none"> <li>Staff in subjects, outside English, will be more confident and competent in meeting the literacy needs of their pupils.</li> <li>Teaching assistants will be able to better support teaching staff to develop hand-outs and resources which fully match the needs of individual learners.</li> <li>CPD records will show how English has raised the profile of the literacy strategy, and case studies will reveal the impact of their work with at least ONE Department.</li> <li>Year 7 'top-up' grants will be effectively used across a range of strategies.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Numeracy Strategy	SIPD: Section 1	FPs: 1 to 3
Lead: PG		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Educational Excellence:</u> To write all focus targets for pupils relating to number (times tables/place value/number bonds).</b></li> </ul>	<ul style="list-style-type: none"> <li>• To personalize numeracy targets for each pupil by October 2014 e.g.               <ul style="list-style-type: none"> <li>Step 1a - To add/subtract numbers to 10 using counters or a number line.</li> <li>Step 2c - To know addition facts to 10.</li> <li>To know subtraction facts to 10.</li> <li>To know addition and subtraction facts to 10.</li> <li>Step 2a - To understand Tens and Units place value.</li> <li>To Read, write and order numbers to 100.</li> <li>Step 3c - To know addition facts to 20.</li> <li>To know subtraction facts to 20.</li> <li>To know addition and subtraction facts to 20.</li> <li>To know the 2, 5 and 10 times tables.</li> <li>Step 3a - To understand Hundreds, Tens and Units place value.</li> <li>To Read, write and order numbers to 1000.</li> <li>Step 4c - To understand Thousands, Hundreds, Tens and Units place value.</li> <li>To know timestables to 10 x 10.</li> <li>Step 4a - To understand place value to 1 million.</li> </ul> </li> <li>• To run a twilight INSET for all staff on teaching number by January 2015.</li> <li>• To share good practice between staff on how different subjects have supported the numeracy strategy by March 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of the numeracy strategy and training will show that staff are more confident and competent in working with number.</li> <li>• Pupils will be able to discuss their numeracy target and what they are doing to improve.</li> <li>• Year 7 'top-up' grants will be effectively used across a range of strategies</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Curriculum mapping	SIPD: Section 1	FPs: 1 to 3
Lead: KW/LEv / HoDs		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Educational Excellence:</u> To constantly develop the curriculum to match the changing needs of our pupils, and new national curriculum guidelines, in order to improve the life chances of our learners.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Building on the successful introduction of courses such as GCSE English and BTEC Science in 2012-2014, we now want to introduce GCSE Media Studies, GCSE English Literature, GCSE DT, GCSE Catering, GCSE Computing, GCSE Geography and BTEC Sport Level 2 (at P-16) in 2014-2016.</li> <li>• If possible, and if beneficial to our pupils, we want to look for replacement courses for entry levels (according to the latest 2016 Woolf List).</li> <li>• The school will look to more effectively use Teaching Assistants to maximise their talents, and work with targeted pupils.</li> <li>• Post-16 provision will continue to offer high quality placement opportunities in College and outside school for more pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and pupils will set more aspirational targets through the introduction of new courses.</li> <li>• A greater number of pupils will study one or more GCSE/BTEC courses (which ultimately will bring continued improvements in our APS).</li> <li>• More planning and preparation time on Tuesdays after-school will give Departments greater scope to involve TAs in planning and assessment.</li> <li>• Case studies of individual pupils will show how the profile of work experience placements will continue to grow and change.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

<b>Theme: Assessment for Learning 1</b>	<b>SIPD: Section 1</b>	<b>FPs: 1 to 3</b>
Lead: KW / LEv / HODs		
Ofsted (2010): "Teaching .... Does not always make full use of assessment information to plan suitably differentiated tasks to enable the best possible progress in lessons" (p.4), "teachers do not always make sufficient use of students' assessment to plan differentiated tasks and set clearly focused lesson targets" (p.6). Target: "Improve students' progress by ensuring that teachers better use assessment information to set clear, well-matched tasks for individuals in lessons and to identify longer-term targets for students" (p.4).		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Operational Management:</u></b> <b>Ensure teachers set high aspirations for all pupils by always making full use of (IEPs and) assessment information to plan suitably differentiated tasks to enable the best possible progress in (and between) lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listening to staff voice, implement a new meeting schedule which gives staff time back to meet more regularly in departments and standardise work.</li> <li>• In light of the new curriculum, ensure every Department has a clear assessment pathway which promotes personalised learning for pupils (e.g. next steps clearly identified through Create Development cogs for learning or APP statements).</li> <li>• Check that all teachers are keeping updated class lists, which highlight literacy and numeracy targets for individual learners.</li> <li>• 'Next steps' to relate to 'can do' statements as a means of beginning the transition from assessing by levels.</li> <li>• Pilot the use of 'emerging', 'expecting' and 'exceeding' standards in PE and at least 1 other subject as a means of ensuring pupils themselves understand what they are doing now and next.</li> <li>• Introduce a greater amount of end of year testing in KS3 so pupils are less anxious, and better prepared at interpreting questions when it comes to accredited exam conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain what they are doing now and what their 'next steps' are? (Step 1 to 3).</li> <li>• Progress made in transitioning from using levels to 'next steps'.</li> <li>• Pupils will be less anxious when it comes to accredited exam situations.</li> <li>• Improved access arrangements for pupils so focus is on their subject knowledge and not their literacy difficulties.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Assessment of Learning 2	SIPD: Section 1	FPs: 1 to 3
Lead: LEv / SSt / HoDs		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Operational Management</u> More focused assessment of learning to help celebrate pupil progress.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a consistent, systematic marking / feedback policy/procedure in each Department / Faculty, which matches the guidelines of the curriculum and / or awarding body (e.g. BTEC focus on assessment of learning)..</li> <li>• Update paperwork relating to performance management to include work review and data tracking, alongside lesson observations.</li> <li>• Establish 'student voice' teams in each Department/Faculty (e.g. Head of Dept, a member of SLT and a minimum of 4 pupils to review the content and delivery of the curriculum area at least once a year).</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consistency in marking.</li> <li>• Increasingly innovative practice to capture progress (e.g. film, photos, diaries).</li> <li>• Pupils will have greater opportunity to respond to feedback on their work.</li> <li>• Greater pupil voice through 'student voice' teams. .</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Improved use of data and ICT	SIPD: Section 1	FPs: 1 to 3
Lead: PK/LEv/Leg/CL/DT/PR		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Operational Management</u> Efficiently and effectively use the data and technology available to school to maximize performance.</b></li> <li>• <b>Analyse the data relating to different focus groups (e.g. Pupil Premium) to ensure we are proactively seeking to narrow any 'gaps' that may develop year in, year out.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the school network is 'fit-for-purpose' to maximize the use of SIMs.</li> <li>• Roll out the use of SIMs from just an attendance mechanism, to improve the efficiency of the current system of recording incidents, writing reports and tracking progress.</li> <li>• Support HoDs and teachers through CPD to develop their analytical thinking skills, enabling them to prioritise issues and implement actions necessary to achieve change and improve.</li> <li>• Individual Education Plans will be regularly updated and accessible to staff behind the big buttons so as to inform planning, and to personalise the curriculum.</li> <li>• Systems and processes will be put in place through the ICT development group to ensure the website remains up-to-date and meets the statutory requirements.</li> <li>• Termly ICT sessions for staff focusing on SIMs and new technology.</li> <li>• Parents to be made aware of how to look at data and Wratt Scores (Y7).</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication systems in place to track attendance, incidents and transition between classes.</li> <li>• Case studies from the action research model will demonstrate the increased confidence of staff in using baseline data.</li> <li>• Staff will be more confident and competent in using data to inform planning and differentiate in the classroom.</li> <li>• Parents will be better informed of what services the school offers, and how their child is doing.</li> <li>• Having had no gap in 2013-2014, analysis of data will show that school has made effective use of Pupil Premium funding in 2014-2015.</li> <li>• Achieve E-Safety Mark award.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

<b>Theme: CPD: Coaching and Mentoring.</b>	<b>SIPD: Section 1</b>	<b>FPs: 1-4</b>
Lead: DK / SSt.		
ASC Review Report (2014): “Clare Mount is particularly good at utilising the staff resources it has ‘in house’ in a formal process ... Clare Mount has made progress in formalising their CPD arrangements. In order to strength the work that is already taking place, it could be advantageous to formalise the training records further and include a wider range of external opportunities” (p7 of 41).		
<b>Objectives (Disciplined Thought)</b>	<b>Disciplined Action Steps</b>	<b>Outcome (Measuring impact)</b>
<ul style="list-style-type: none"> <li>• <b><u>Operational Management:</u></b> <b>Place continuing professional development at the heart of school improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce an action research school-based model to staff from September 2014.</li> <li>• Formalise coaching and mentoring teams so all staff have a recognised buddy or mentor to work with through 2014-2015.</li> <li>• Develop a new STAR (Staff training and responsibilities) profile for staff.</li> <li>• Address ‘areas for development’ concerning CPD identified by the autism accreditation review March 2014 (e.g. ‘external opportunities’).</li> <li>• Improve the evaluation of staff CPD and promote reflective practice.</li> <li>• Ensure the induction of new staff is needs-based.</li> </ul>	<ul style="list-style-type: none"> <li>• Each member of the teaching and support staff will have identified, implemented and reviewed an intervention that will positively impact on the teaching and learning outcomes for an individual child or targeted group by Summer 2015. Each person will complete and share a 1-page case study.</li> <li>• Information on staff training and needs will be more readily available via a staff IEP equivalent (STAR profile).</li> <li>• New staff will complete an evaluation of their induction programme.</li> <li>• Forums / networks for sharing best practice in school and between schools.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Pastoral Care	SIPD: Section 1	FPs: 1 to 3
Lead: JM / HoY		
Ofsted 2010: "Students make remarkable gains in social skills and demonstrate outstanding behaviour" (p.4), "positive relationships" with staff make pupils feel safe (p.4). "The great strength of the college is the outstanding care guidance and support that is offered at every level" (p.7)		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Educational Excellence:</u></b> <b>Identify key areas of support for individual year groups and key stages in order to promote healthy, happy and successful learners.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Put appropriate support structures in place for the new Heads of Year.</li> <li>• Agree key areas for each year (e.g. Great in Year 8, Shine in Year 9).</li> <li>• Share and update effective reward systems (e.g. Rugby World Cup 2015 values of teamwork, respect, enjoyment, discipline, sportsmanship) and have key whole school themes each term (e.g. Community in Autumn 2014).</li> <li>• Introduce a new prefect system in P-16, with a Head Boy and Head Girl, and 'buddy' system in lower school for ASC pupils to help facilitate friendships.</li> <li>• Develop pupil leadership skills and responsibility through 'Form Champions' for sports and Digital Leaders for ICT.</li> <li>• Encourage half termly year group contributions to whole school assemblies around SMSC themes.</li> <li>• Maintain attendance figures at 95%.</li> <li>• Safeguarding training for all staff (DK).</li> <li>• Embed E-safety policy through-out school and achieve award (DT/PK).</li> <li>• Include Young People Friendly Status in our Healthy Schools Enhanced Plan (DK).</li> <li>• Full calendar of events and celebrations throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil survey (what motivates/de-motivates them).</li> <li>• Report on new reward systems.</li> <li>• Feedback from pupils and staff on the prefects, form champions and digital leaders.</li> <li>• Continued high attendance figures, and fewer incidents as pupils are happy in school, and staff are better at recognising triggers, and dealing with them.</li> <li>• 75% of students to contribute to whole school or year assemblies.</li> <li>• CPD record of safeguarding training for staff.</li> <li>• E-Safety award achieved.</li> <li>• Achieve Young People Friendly status through the Wirral Community NHS Trust (Ruth Boylan).</li> <li>• Newsletter articles and website to capture ethos of school and celebrate pupil achievements.</li> </ul>

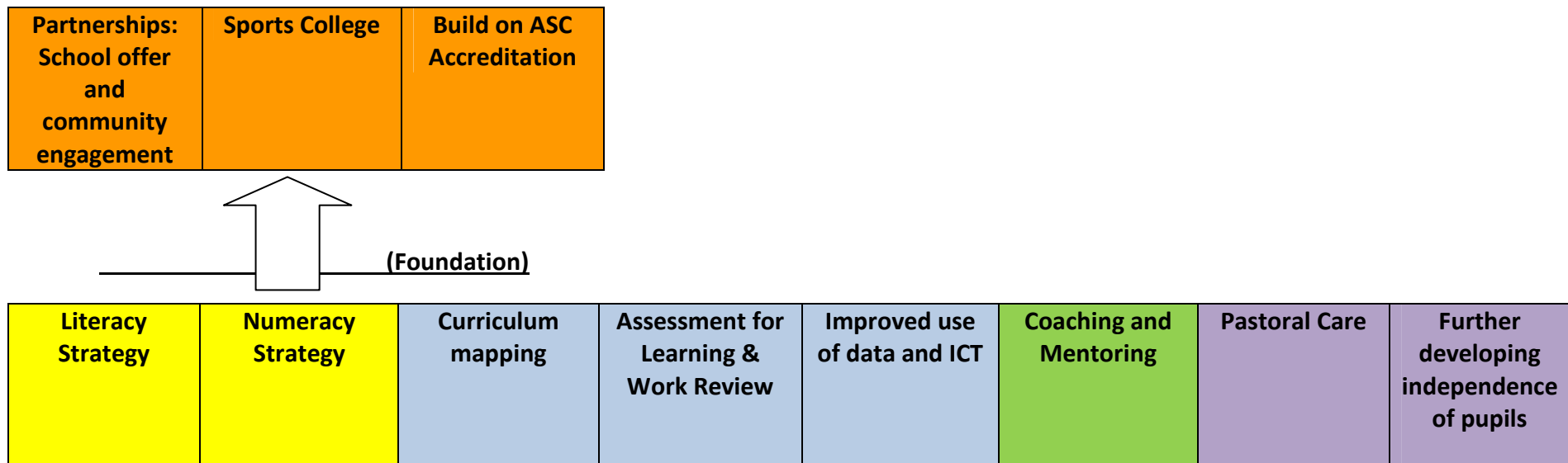
## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

<b>Theme: Further developing independence of pupils</b>	<b>SIPD: Section 1</b>	<b>FPs: 1 to 3</b>
Lead: AA / KM / Heads of Year		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Educational Excellence:</u> To promote the independence skills of our pupils through engaging them in the development of the school environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils fully engaged in the development of a 'Pet's Corner' in the Bungalow garden, gaining valuable experience in preparation for animal care courses and work placements.</li> <li>• Duke of Edinburgh pupils and Environment club to develop bungalow garden and vegetable patch, as well as a 'sensory' garden for the ASC base.</li> <li>• Explore establishing a Best Bites café in the bungalow, run by pupils, on certain days aimed at parents and passing trade en route to the train station.</li> <li>• Expand breakfast club to offer to a greater number of pupils in KS3 in the canteen, and pilot a café experience for K4-5 in the bungalow.</li> <li>• Develop an internet café room and 'living' space in the bungalow for K4-5 to learn essential skills. .</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys will show that pupils/staff will that they have a greater 'voice' and 'ownership' of new developments in school.</li> <li>• The school will become better at securing bids and creating partnerships to turn 'wishes' into reality.</li> </ul>

# Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

## (2) Teaching and Learning beyond school,

Building blocks to success (Core):



## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme:Partnerships: School offer and community engagement	SIPD: Section 2	FPs: 1 to 4
Lead:KW/DK/TR/Learning Mentors		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Strategic Leadership: To make the ‘school offer’ more explicit to pupils, parents and other partners.</u></b></li> <li>• <b>Build a culture of cooperation and raise achievement through partnership working by identifying common goals and objectives.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To include the appropriate information relating to the ‘school offer’ on the website by September 2014.</li> <li>• To expand our ‘breakfast’ club to benefit more children, establishing links with Kellogg’s, and training staff in food safety/hygiene.</li> <li>• To enhance the educational experiences of our pupils through a range of exciting, efficient and mutually beneficial partnerships.</li> <li>• To continue to work with multi-agencies to best meet the needs of our pupils and their families.</li> <li>• To establish a ‘Summer School’ on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘School offer’ regularly updated on the website.</li> <li>• A minimum of 12 staff trained in safe handling of food.</li> <li>• Newsletter items will celebrate exciting new educational experiences which will improve pupils life skills and lifestyle choices ( e.g. ‘choices’ club led by Greenbank on Wednesdays, rampworxs sport and health project, more opportunities for P-16 to include a JumpIN dance club, bike repair programme funded by Deutsche Bank, and weekly coaching sessions from Tranmere Rovers in the Community).</li> <li>• More proactive referrals to multi-agencies to support children in need, or those that need additional help to access learning.</li> <li>• Positive feedback from pupils and parents of the benefit of a summer school in supporting transition.</li> </ul>

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Sports College	SIPD: Section 2	FPs: 1 to 4
Lead: DK/JW/SSt/SG/LH		
<p>Ofsted: “Through the influence of the specialism in sports the college is highly effective in encouraging the adoption of healthy lifestyles” (p.4)            “The sport specialism is also successful in encouraging interaction with others in the community through sporting events and competitions (p.5),            Since the last inspection Sports College has achieved AfPE Quality Mark with distinction (2014), YST Gold Partner Status (2011, 2014) and School Games Kitemark Gold (2013, 2014).</p>		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Strategic Leadership:</u></b>  <b>Continue to promote outstanding and ‘inclusive’ PE &amp; Sport practice on a local, regional and national basis.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work with the Local Authority to develop ‘inclusive’ schemes of work which match the requirements of the new PE curriculum (JW/DK/PE Dept).</li> <li>• Improve the breadth of Level 1 and 2 competitive opportunities across Deeside and Wallasey, and the relationship with local high schools (SG).</li> <li>• Raise the profile of ‘school games’ competition formats (SG).</li> <li>• Dance will gain a higher profile through our outreach service and event calendar. Establish a JumpIN satellite club (LH).</li> <li>• Fulfil the outcomes of the 2014-2015 Project Ability Lead School offer (JW/SG).</li> <li>• The expertise of Clare Mount staff will continue to be utilised across the local and national network (JW/SSt).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations from CPD and outreach will continue to demonstrate outstanding practice.</li> <li>• 6 additional schools will be registered for the School Games, with at least 3 extra achieving a kitemark award (Baseline: 3).</li> <li>• The School Games calendar will reflect a ‘broader’ range of venues and schools engaging with events and festivals.</li> <li>• Cluster schools will develop a ‘pupil tracker’ to better record which pupils have represented school, helping us to target the ‘least active’ or overlooked.</li> <li>• 4 area ‘hubs’ of Project Ability will be set-up across Merseyside to showcase inclusive practice.</li> <li>• Data Collection surveys and case studies for the Youth Sport Trust and other partners will continue to show increased engagement of young people and staff in PE and sport.</li> <li>• Clare Mount will deliver at least 10 days of support to other schools and school games organisers in 2014-2015 (e.g. Development Coach records, Local Organising Committee, Conferences, GET SET and Rugby World Cup National Resources).</li> </ul>

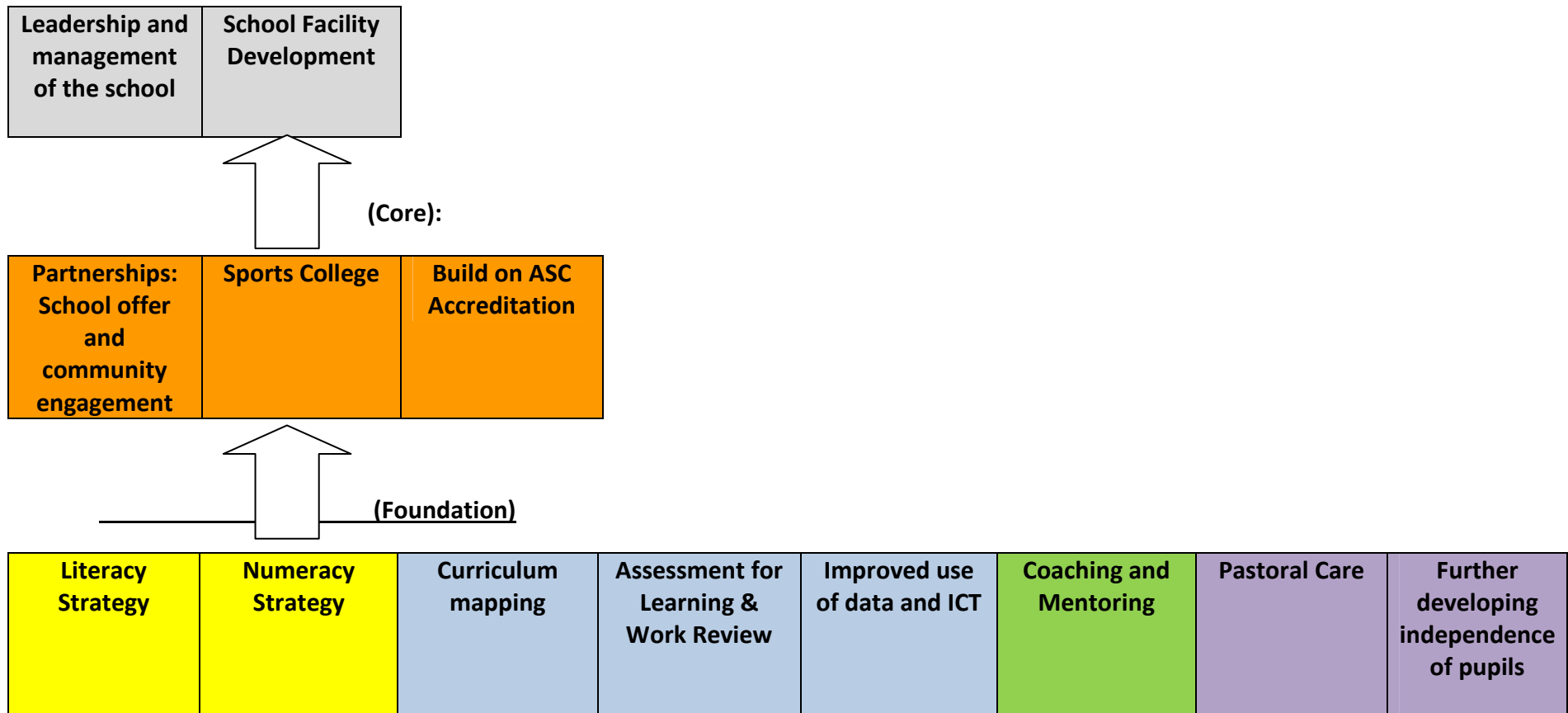
## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: Build on ASC Accreditation	SIPD: Section 2	FPs: 1 to 4
Lead: TR		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Strategic Leadership:</u></b> <b>Capitalise on our expertise in special needs, especially autism, to provide a bespoke service for other local and regional centres.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate our ASC Accreditation via our website and a banner on the school gates highlighting our 'inspirational' teaching and learning.</li> <li>• Distribute a flyer to all local schools listing the ASC training services we are able to offer.</li> <li>• In-house: Provide a full induction programme for new staff.</li> <li>• Develop a clear policy to ensure effective timetabling of the 'sensory room' and appropriate use of SEAL room and 'outbreak' rooms.</li> <li>• Refresh team-teach training.</li> <li>• Continue to facilitate smooth transition programme between feeder schools and year groups, especially the transition of our first ASC cohort into P-16.</li> <li>• Provide at least 3 inclusions days and ITT training at Clare Mount for up to 50 professionals / trainee teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Local community aware of our ASC accreditation success.</li> <li>• Registers and evaluation forms will show we have run at least 2 autism training courses for other schools in the local area.</li> <li>• Develop effective policies for use of the sensory room and Learning Support Areas (LSAs).</li> <li>• Updated IEPs and 'talk times' to ensure a smooth transition for new Year 7s.</li> <li>• Case studies to show how other youngsters with ASC have made a smooth transition between year groups.</li> <li>• Feedback from parents in Y6 of the benefits of community sport night and summer schools.</li> </ul>

# Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

## (3) The Management of Teaching and Learning.

Building blocks to success (Apex)



## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

<b>Theme: Leadership and Management of the school</b>	<b>SIPD: Section 3</b>	<b>FPs: 1 to 4</b>
Lead: KW / SLT /Governors		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Strategic Leadership and Operational Management:</u> Articulate and share a clear vision for Clare Mount's continuing success and development.</b></li> <li>• <b>Develop opportunities for staff and Governors to share ideas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Appoint a new Headteacher (May 2014), Acting Deputy and Assistant Head (June 2014) to ensure the SLT is at full capacity during this period of transition.</li> <li>• Appoint 2 Associate Senior Leaders to help manage change and make improvements to the operations of the school.</li> <li>• Deputy Head to enrol on NPQH qualification and 3 members of SLT to start their NPQSL.</li> <li>• Explore training opportunities for Middle Leaders.</li> <li>• Engage staff in the School Improvement Planning Process and empower them to make greater decisions without fear of riposte.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear succession planning measures in place showing the future focus of the current leadership team.</li> <li>• Results of staff survey about the future direction of the school and their place on the 'bus'.</li> <li>• Vision of Head and new ethos of school clearly articulated to staff in INSET and through meeting programme.</li> <li>• Staff and Governors will have a better grasp of their different roles through regular 'networking' opportunities.</li> </ul>

**Staffing structure explained:** In the last 6 months there have been significant changes to the staffing structure. Mrs K Webster was appointed Head in May 2014, having been at the school for 17 years and previously served as Deputy Head / Assistant Head. To support continuity in the vision and direction of the school, Mr D Keefe was promoted in June 2014 from Assistant Head to Acting Deputy Head until Easter 2015. To complete the SLT, Miss J Maclean ( who has served for a number of years as a teacher governor), was appointed as an Acting Assistant Head with responsibilities for pastoral care, alongside established Assistant Heads Miss T Rowland (Autism specialist) and Mrs L Evans (Exams and Data). In terms of succession planning, and giving SLT greater capacity, Mr Symon Stanley and Mr Paul Kearney has also been given roles as Associate Senior Leaders with responsibilities for professional development and the efficient use of technology respectively.

## Clare Mount Specialist Sports College: School Integrated (Improvement) Development Plan: 2014-15:

Theme: School facility development	SIPD: Section 3	FPs: 1 to 4
Lead: Leg / DK / Governors		
Objectives (Disciplined Thought)	Disciplined Action Steps	Outcome (Measuring impact)
<ul style="list-style-type: none"> <li>• <b><u>Strategic Leadership: To improve the learning environment for pupils, and maximize the use of Clare Mount as a community hub.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve the physical space to better cater for the needs of pupils (e.g. New school frontage, New ASC base, New 'isolation' space in the SEAL room).</li> <li>• Development of cycling track and sensory garden.</li> <li>• Explore the feasibility of developing greater community access to the school site on at least one evening a week (e.g. Wirral Autistic Society, Sports Development, and Hearing and Vision support teams).</li> <li>• Join the Grant4schools website and look into setting up a charity in order to access/attract funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of physical changes to the school.</li> <li>• Plans for school development.</li> <li>• Successful funding applications.</li> </ul>



## Systems for Monitoring and Evaluation 2014-2015

Team 1 SLT		Team 2 Curriculum/Heads of Department	
Aut 1	<ul style="list-style-type: none"> <li>○ SLT mentor: work review</li> <li>○ Lesson observations (new staff)</li> <li>○ Whole school targets/review</li> <li>○ New focus targets for all groups and targets for 10</li> <li>○ End of KS3 targets for Year 7</li> <li>○ Data analysis (pupil progress, attainment and achievement)</li> <li>○ Monitoring of under performance</li> <li>○ SEF update</li> <li>○ Y10 tracking sheets set up</li> <li>○ <span style="color: green;">Performance management reviews/planning meetings</span></li> <li>○ Teaching and Learning walks/sweep</li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis of pupil achievements and progress (Year 11 and KS5)</li> <li>○ Departmental Self evaluation-all areas finalised</li> <li>○ Year 7 targets and base-lining</li> <li>○ Performance management reviews and planning meetings</li> <li>○ ILPs (Sixth Form)</li> <li>○ Work review and standardisation (INSET).</li> </ul>	
Aut 2	<ul style="list-style-type: none"> <li>○ Subject monitoring</li> <li>○ Pupil pursuit and focus group (KW)</li> <li>○ <b>Joint lesson observations (1)</b></li> <li>○ SIDP review</li> <li>○ SLT mentor: meeting and snapshots</li> <li>○ Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ Pupil progress review</li> <li>○ Work review</li> <li>○ Form T/L</li> <li>○ Peer observations/snapshots</li> <li>○ Department review of quality of teaching, use of assessment</li> <li>○ <i>'Student Voice' teams (each Dept/Fac)</i></li> </ul>	
Spr 1	<ul style="list-style-type: none"> <li>○ SLT mentor: meeting</li> <li>○ Pupil pursuit and focus group (DK)</li> <li>○ Curriculum review</li> <li>○ SIDP review</li> <li>○ <span style="color: green;">Mid-cycle performance management review</span></li> <li>○ Mid-cycle SLT INSET</li> <li>○ <b>Joint lesson observation (2)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Departmental self evaluation</li> <li>○ Pupil progress review</li> <li>○ Mid-cycle performance management review</li> </ul>	
Spr 2	<ul style="list-style-type: none"> <li>○ SLT mentor: snapshots</li> <li>○ February progress checks</li> <li>○ Pupil pursuit and focus group (TR)</li> <li>○ SEF update</li> <li>○ Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ Work review</li> <li>○ Peer observations/snapshots</li> <li>○ Form T/L</li> <li>○ Department review of quality of teaching, use of assessment and Sixth Form</li> <li>○ <i>'Student Voice' teams (each Dept/Fac)</i></li> </ul>	
Sum 1	<ul style="list-style-type: none"> <li>○ SLT mentor: work review</li> <li>○ Pupil pursuit and focus group (LEV)</li> <li>○ <b>Lesson observations (3) (PM &amp; joint)</b></li> <li>○ SIDP review</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson observations</li> <li>○ Pupil progress review</li> <li>○ Pupil self assessment</li> <li>○ Review of department development plans</li> </ul>	
Sum 2	<ul style="list-style-type: none"> <li>○ SLT mentor: HoD review and action planning meeting</li> <li>○ Pupil pursuit and focus group (JMc)</li> <li>○ Data analysis (pupil progress and attainment)</li> <li>○ SLT INSET</li> <li>○ SEF update</li> <li>○ <span style="color: green;">Performance Mgt full-cycle review</span></li> </ul>	<ul style="list-style-type: none"> <li>○ Work review</li> <li>○ Form T/L</li> <li>○ Lesson observations</li> <li>○ Department self evaluation-all areas</li> <li>○ Data analysis</li> <li>○ KS3 progress checks and target setting</li> <li>○ Year 10 progress checks</li> <li>○ Year 11 and Sixth Form reviews</li> <li>○ Department development planning 2013-14</li> <li>○ <i>'Student Voice' teams (each Dept/Fac)</i></li> </ul>	

	<b>Team 3 Key Stage Leaders</b>	<b>Team 4 Governing Body</b>
Aut 1	<ul style="list-style-type: none"> <li>o Performance management reviews and planning meetings</li> <li>o Focus targets for all groups</li> <li>o Year 7 and 10 interim IEPs</li> <li>o PCPs including 'All about Me' page</li> <li>o ILPs (Sixth Form )</li> <li>o Parental engagement (Year 7 and Sixth Form parent/tutor evening)</li> <li>o Data monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>o Full governors</li> <li>o Strategy group</li> <li>o Focused priority monitoring</li> <li>o Safeguarding visit</li> <li>o SIDP Consultation</li> <li>o Meet the staff event</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>o Parental engagement (KS3/4/5 Parents' evenings)</li> <li>o PCP/IEP reviews</li> <li>o Behaviour and attendance review</li> <li>o Transition</li> </ul>	<ul style="list-style-type: none"> <li>o Full governors</li> <li>o Finance, Pay and Personnel</li> <li>o Health, Safety and Welfare</li> <li>o Curriculum committee</li> <li>o School policies</li> <li>o SIDP review</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>o Parental engagement (Annual reviews P16 and Year 11)</li> <li>o Data monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>o Strategy group</li> <li>o Safeguarding visit</li> <li>o Health, Safety and Welfare</li> <li>o Focused priority monitoring</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>o Parental engagement (Annual reviews Year 10 and 9)</li> <li>o IEP reviews Y7, Y8</li> <li>o Behaviour and attendance review</li> <li>o Transition</li> </ul>	<ul style="list-style-type: none"> <li>o Full governors</li> <li>o Finance, Pay and Personnel</li> <li>o Curriculum committee</li> <li>o SIDP mid cycle review</li> <li>o School policies</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>o Parental engagement (Annual reviews Year 8 and 7))</li> <li>o Data monitoring and evaluation</li> <li>o Lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>o Strategy group</li> <li>o Safeguarding</li> <li>o Health, Safety and Welfare</li> <li>o Focused priority monitoring</li> <li>o School improvement planning</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>o Behaviour and attendance review</li> <li>o Year 9, 11 and Sixth Form reviews</li> <li>o Analysis of progress towards targets at KS3 and KS4 informs planning</li> <li>o Transition planning</li> <li>o KSL INSET</li> </ul>	<ul style="list-style-type: none"> <li>o Full governors</li> <li>o Finance, Pay and Personnel</li> <li>o Curriculum committee</li> <li>o School policies</li> <li>o SIDP review</li> </ul>

SLT Coach/Mentor

Pupil pursuits and Pupil focus group

SLT Mentors	Departments
KW	Maths, Humanities and Food
JMac	Art and Teaching Assistants
LEV	English, Science and Vocational
DK	ICT, Performing Arts and PE
TR	DT and Languages

Term	SLT
Aut 1	
Aut 2	KW
Spr 1	DK
Spr 2	TR
Sum 1	LEV
Sum 2	JMac