



School Improvement Plan 2015-18



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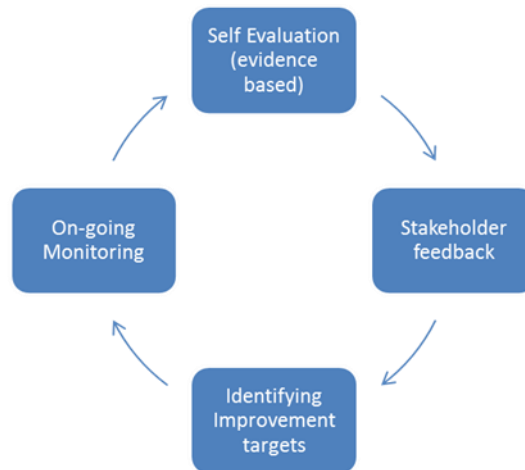
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School Improvement Planning

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority (LA), Challenge Partners, Ofsted, Investors in People
- The changing needs/fluctuations of the special school setting



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidence-based Self Evaluation, Castlebar views itself as an Outstanding school. This is in line with both internal and external Quality Assurance.

The previous cycle of School Improvement Planning focussed on the 3 core areas of Communication, Socialisation and Independence and also the initial phase of school expansion. The same Key Priority Areas are carried into the next phase of SIP:

- **Raise Standards in Communication**
- **Improve Independence and Behaviour for Learning**
- **Improve Pupils' Personal, Social and Emotional Development**

Roles and responsibilities

Following the recent school expansion, new structures have been implemented where teachers with teaching and learning responsibilities (TLRs) lead small cluster teams and monitor the progress within their class teams. They also lead curriculum teams in the 7 Areas of Learning where their role is to develop medium and long term targets in relation to their development area and to monitor progress.

The committees of the Governing Body also monitor the School Improvement Plan and the Headteacher reports on the SIP through the Heads report to the Governing Body.

School Improvement Priorities 2015-18

Raise Standards in Communication

- Ensure all pupils make Outstanding progress from their starting points in their language and communication skills
- Ensure a relevant and appropriate curriculum offer for all pupils
- Develop consistent early and pre-writing skills to raise achievement in writing
- Further strengthen the self-assessment and pupil voice to allow for staff and pupil feedback

Improve Pupils' Personal, Social and Emotional Development

- Further strengthen the use of the environment to ensure clear routines, maximising engagement of pupils in all classes
- Further develop behaviour management through developing staff skills in the use of motivational techniques

Improve Independence and Behaviour for Learning

- To continue to provide and promote parent workshops to support independence, e.g. getting out and about
- To promote children's independence through practical situations in relation to the new curriculum
- To encourage achievement throughout the school with independent learning and pupil self-assessment skills

Quality of Teaching 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> Develop staff skills to lead and train others in the use of specific interventions. 	<ul style="list-style-type: none"> Audit present skills and CPD needs of staff Ensure robust Induction systems are in place for all staff –SLT, teachers, T.As, SMSAs, students & volunteers 	<ul style="list-style-type: none"> Autumn term - annually Induction begins on day of entry 	<ul style="list-style-type: none"> Melanie 	<ul style="list-style-type: none"> SLT/GB staffing 	<ul style="list-style-type: none"> Audit sheets completed by staff/analysed by Melanie to organise relevant CPD, in order to enhance teaching & learning of pupils.
	<ul style="list-style-type: none"> Provide specific and bespoke training related to CPD needs across the school , using a variety of mechanisms i.e. informal sessions, modelling ,external 	<ul style="list-style-type: none"> Termly plans for delivery of training & development 	<ul style="list-style-type: none"> Melanie 	<ul style="list-style-type: none"> SLT/GB staffing 	<ul style="list-style-type: none"> Evaluation sheets following training will ensure relevance in supporting & enhancing classroom practice. Termly T&D plans set in place ...focus on new initiatives & current training needs
	<ul style="list-style-type: none"> Compile register of expertise in delivery of different interventions. Set up systems to ensure wide dissemination of therapeutic techniques 	<ul style="list-style-type: none"> Initial register July 2015. Update Autumn Term Annually 	<ul style="list-style-type: none"> AH-MDT 	<ul style="list-style-type: none"> SLT/GB staffing 	<ul style="list-style-type: none"> All pupils have greater access to appropriate interventions leading to higher achievement and demeanour.
	<ul style="list-style-type: none"> Visits to partnership schools to enhance knowledge & skills within Castlebar & in order to share expertise across the alliance 	<ul style="list-style-type: none"> Initial plan Spring 2015. Update Autumn Term Annually 	<ul style="list-style-type: none"> Melanie 	<ul style="list-style-type: none"> SLT/GB staffing /Alliance QA team 	<ul style="list-style-type: none"> Staff CPD enhanced leading to higher quality teaching and learning in classes. Teachers will achieve at least 2 ‘Outstanding’ grades in the different areas of teaching assessed.
	<ul style="list-style-type: none"> Develop identified staff to deliver bespoke and accredited courses to others in Castlebar, and across the Alliance / other schools. 	<ul style="list-style-type: none"> 2018 	<ul style="list-style-type: none"> Melanie/ Philippa 	<ul style="list-style-type: none"> SLT/GB staffing /Alliance QA team 	<ul style="list-style-type: none"> Pupil progress will be evident in all areas i.e. behaviour, academic, communication, independence skills

<ul style="list-style-type: none"> • Increase staff ability in the use of the independent activity 	<ul style="list-style-type: none"> • Learning walks and observations* to assess effectiveness of independent activity (planning, differentiation, preparation ,delivery) • Train staff on independence (levels of prompt)-focus on promotion of independence within activities. 	<ul style="list-style-type: none"> • December 2015 • December 2015 	<ul style="list-style-type: none"> • Deputy/AHs • Asst Heads 	<ul style="list-style-type: none"> • Head/SLT • Deputy 	<ul style="list-style-type: none"> • Staff are confident in using a variety of strategies to support pupil independence. • Child stays at, and completes, activity • Pupil voice is evident in Castlebar • Pupil and adult feedback within lessons is consistent throughout the school • Yearly plan in place scheduling learning walks and observations analysis to show greater pupil independence. <p>* Observation to include self-reflection using IRIS camera.</p>
<ul style="list-style-type: none"> • Develop consistent early and pre-writing skills to raise achievement in writing. 	<ul style="list-style-type: none"> • R&D working party –Writing, Work to be carried out within school and across the alliance. Findings & decisions to be disseminated to all staff (OT & SLT involvement). • Explore use of movement to develop writing skills and physical ability. 	<ul style="list-style-type: none"> • July 2017 • Dec 2015 	<ul style="list-style-type: none"> • Hayley/Anne • Aniko/Zofia 	<ul style="list-style-type: none"> • Deputy/GB Curriculum Committee • AH’s 	<ul style="list-style-type: none"> • Staff are confident in the best approach to develop pupils’ writing skills, according to pupils’ level of ability. Analysis of attainment shows upward trend. • Staff are skilled in assessing pupil needs & using appropriate approach to support writing development • Staff are confident in using movement programmes to support learning & development and are implementing these programmes into their day
<ul style="list-style-type: none"> • Further strengthen the self-assessment and pupil voice to allow for staff and pupil feedback. 	<ul style="list-style-type: none"> • Introduce staff to current practice within the school. Share evidence of progress through R&D evening/day • R&D working party –AFL, pupil voice and feedback within lessons between adults & pupils. Work to be carried out within school and across the alliance. • Ensure parents contribute/share views on pupil’s achievements and targets to supplement assessment. 	<ul style="list-style-type: none"> • July 2016 • Termly structured conversations 	<ul style="list-style-type: none"> • Alan • AH’s 	<ul style="list-style-type: none"> • Alliance QA team • Deputy 	<ul style="list-style-type: none"> • Visible learning survey Autumn 2014, Summer 2015 shows progress in pupil feedback and higher attainment in all areas of the curriculum. • Parents’ contributions actively seen in assessment and target setting process
<ul style="list-style-type: none"> • Resources and Finance 	<ul style="list-style-type: none"> • Training and Development Costs -staff cover, presenters, licence for accredited courses, train the trainer 	<ul style="list-style-type: none"> • Teaching School -£60-80,000 • Development Centre -£30-40,000 • T&D costs £25-30,000 annually • Income from courses delivered 		<ul style="list-style-type: none"> • Material Costs-resources for accredited courses, resources to support interventions 	

Achievement 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> Develop further rigour of Assessment including implications of the new Curriculum i.e. assessment without levels. 	<ul style="list-style-type: none"> Training to introduce the new curriculum Review formative assessments within lessons e.g. assessment sheets, codes for consistency across school. Check for use of in Learning walks, observations, work scrutinies. Moderate with partner schools Review school's current assessment system in light of new reforms. Moderate pupils' work and assessment procedures across the Alliance to enhance staff knowledge and practice. 	<ul style="list-style-type: none"> Jan 15 Termly review evaluation, feedback and action planning. Spring 2015 Spring & Summer Terms Annually 	<ul style="list-style-type: none"> Margaret Allan AHs Alan Alan 	<ul style="list-style-type: none"> TLR's/SLT Deputy Head/SLT Deputy 	<ul style="list-style-type: none"> Staff will have awareness of the new curriculum, enhance our own curriculum and provide pupils with relevant learning. Specific links between assessed task and next steps to ensure maximum progress in pupils' learning. Evidence of use of formative assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment by pupils. Assessment system appropriate to pupils' needs. Consistency of levelling of pupils' work across Alliance leading to appropriate setting of curriculum targets then in turn greater attainment.
<ul style="list-style-type: none"> Further develop assessment systems for High Needs pupils 	<ul style="list-style-type: none"> Scope systems used in other schools trial them in high needs classes e.g. MAPP Based on evaluation of different assessment systems implement appropriate system to begin September 2015 	<ul style="list-style-type: none"> Initial plan Spring 2015. September 2015 	<ul style="list-style-type: none"> Alan/ Heather T/ Alison E 	<ul style="list-style-type: none"> SLT/GB Curriculum Committee 	<ul style="list-style-type: none"> To be able to provide a more accurate description of a child's progress Evidence to show that all pupils are making progress. An improved assessment system specifically for High Needs children that is consistent throughout the school
<ul style="list-style-type: none"> Track rates of progress of different ability groupings 	<ul style="list-style-type: none"> Devise appropriate assessment systems to track impact of interventions. 	<ul style="list-style-type: none"> April 2105 	<ul style="list-style-type: none"> Alan/Heather 	<ul style="list-style-type: none"> SLT/GB 	<ul style="list-style-type: none"> At least 80% of pupils achieve outcomes within median-upper Quartile Relevant measures are in place that identifies effective impact of Interventions.

Early Years 2015 –2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> Ensure detailed assessment information accompanies the children on entry into the school from Early Years settings. 	<ul style="list-style-type: none"> Produce “About Me” tick list for Nursery Practitioners to complete to enable accurate assessment/baseline on entry 2 year progress tracker from Pre-School setting Earlier identification of prospective pupils from L.A (s) to help with class organisation Review and update current transition/induction arrangements for new pupils. 	<ul style="list-style-type: none"> Annually in Autumn term July 2015 2018 July 2016 	<ul style="list-style-type: none"> TLR (Early Years) Early Years teachers Assistant heads TLR (Early Years) 	<ul style="list-style-type: none"> Assistant Head (EY) Assistant Head (EY) SLT GB Pupil & Parents Committee 	<ul style="list-style-type: none"> Assessment information leads to accurate class placements Progress tracker received and a clearer picture of pupils Class organisation easier and home visits completed before pupil starts school to ensure smooth transition for pupils Shared knowledge of pupils to ensure smooth transitions, appropriate class placements,
<ul style="list-style-type: none"> Ensure robust tracking systems support transition from Early Years to Key Stage 1 	<ul style="list-style-type: none"> Review effect of assessment & reporting systems and information transferal. i.e. Ensure development matters relates to progress tracker and IEPs. Cross-school EY moderation with alliance 	<ul style="list-style-type: none"> July 2016 2015-2018 	<ul style="list-style-type: none"> Assistant Head (EY)/ TLR’s(EY) TLR (EY) 	<ul style="list-style-type: none"> Assistant Head (Assessment)/ GB Curriculum Committee AH’s 	<ul style="list-style-type: none"> Information supports smoother transition, more accurate baselining and curriculum planning to begin KS1 Consistency of levelling of pupil’s work across Alliance
<ul style="list-style-type: none"> Disseminate outstanding practice in Early Years across the school and Alliance 	<ul style="list-style-type: none"> Teachers/TAs share expertise both within school and across the Alliance to promote excellence in Early Years pedagogy. Review methods by which parents contribute information on pupils’ achievements outside of school. 	<ul style="list-style-type: none"> Ongoing T&D plan set termly. 2015-2018 	<ul style="list-style-type: none"> EY Practitioners/ Assistant head (EY) EY Practitioners/ Assistant head (EY) 	<ul style="list-style-type: none"> Deputy Deputy 	<ul style="list-style-type: none"> Planning Progress books / Tracker Informal observations to help see approaches in action – recording children working to show learning in action Meetings with other year groups to discuss ideas
<ul style="list-style-type: none"> Resources and Finance 	<ul style="list-style-type: none"> Training and Development <ul style="list-style-type: none"> Moderation, Nursery visiting/Obs 	<ul style="list-style-type: none"> £2000 			

Behaviour (for Learning) & Safety 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> Further strengthen the use of the environment to ensure clear routines, maximising engagement of pupils in all classes. 	<ul style="list-style-type: none"> Establish environmental check list Review playground design , in light of new facilities –effective Zoning of playgrounds to promote greater pupil independence & interaction Training of SMSAs to give effective support to pupils developing independence & interaction skills. Improve transition /communication between class and playground to enhance pupils’ global learning experiences -Playground passports 	<ul style="list-style-type: none"> Annual Annual December 2016 December 2016 	<ul style="list-style-type: none"> Deputy/AH’s/ OT/SLT Sharon/ TLR’s/ Lead SMSA’s Deputy AHs 	<ul style="list-style-type: none"> Head AHs/Deputy Head /GB Deputy 	<ul style="list-style-type: none"> All staff use checklist to establish consistency and ensure the environment supports pupils More focused. Increase pupils’ independence + level age of enjoyment Staff skilled and effective in using outdoor areas to support pupil development in areas of independence & interaction Pupils will be effectively supported to develop skills in all learning environments leading to higher attainment in PSHE.
<ul style="list-style-type: none"> Further enhance the positive approach to behaviour management through developing staff skills in the use of motivational techniques 	<ul style="list-style-type: none"> Use of IRIS camera for professional reflection, to support positive management of behaviours. Embed procedures & recording systems set up by Behaviour Focus team Provide workshops for staff & GB to target knowledge and application of interventions i.e. ABA/VB 	<ul style="list-style-type: none"> Scheduled weeks on year planner Half termly meetings Annually 	<ul style="list-style-type: none"> Behaviour team Behaviour TLR and team Behaviour TLR and team 	<ul style="list-style-type: none"> SLT/GB Deputy SLT/GB 	<ul style="list-style-type: none"> Self/Peer reflection supports positive behaviour management for pupils. Consistent approach to recording & monitoring behaviours, use of specific interventions, leading to a calm, purposeful learning environment for pupils.
<ul style="list-style-type: none"> Resources and Finance 	<ul style="list-style-type: none"> Training and Development 	<ul style="list-style-type: none"> £2000 		<ul style="list-style-type: none"> Material Costs 	<ul style="list-style-type: none"> Iris Camera - £3000 Playground Fences - £3000 Playground markings - £2000

Leadership 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> • Further strengthen all levels of leadership in the school • Appraisal process established for all staff 	<ul style="list-style-type: none"> • Clear leadership roles through comprehensive Induction packages at all levels • All staff participate in annual appraisal process using national professional standards 	<ul style="list-style-type: none"> • Annually to 2018 • Annually to 2018 	<ul style="list-style-type: none"> • Head/ Deputy Head • TLR's/ Teachers /Lead SMSA's 	<ul style="list-style-type: none"> • GB Staffing • SLT/GB Staffing Committee 	<ul style="list-style-type: none"> • All staff know who is responsible for what in the school Better Quality Control • Working proactively Consistency throughout cluster • Appraisal outcomes lead to higher standards and high levels of professionalism • Pupils achieve 'better than expected progress'
<ul style="list-style-type: none"> • Further strengthen project leadership e.g. ELKLAN, AET 	<ul style="list-style-type: none"> • Use a variety of vertical groups, including parents, governors, staff & pupils • Refine / extend remit of intervention groups esp. regarding confidence • Create a shadow structure of staff with specific interests 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Communication Lead • Behaviour Lead • Deputy Head 	<ul style="list-style-type: none"> • Curriculum GB • TLRs • Leadership Team 	<ul style="list-style-type: none"> • Better participation and motivation from all groups • Consistent confidence measurement scale • Intelligence base of all staff interests aligned to appraisals
<ul style="list-style-type: none"> • Further develop teachers as team leaders 	<ul style="list-style-type: none"> • Observe other team leaders • Shadowing team leader i.e. during meetings • Training to gain confidence in leadership 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Extended Leadership team 	<ul style="list-style-type: none"> • Confident and organised team leaders • Progression throughout role • Positive relationships amongst team • Regular meetings to give positive feedback • Reaching goals/targets
<ul style="list-style-type: none"> • Further develop Governance - 1:1 conversations 	<ul style="list-style-type: none"> • Annual/Bi-annual GB 1:1 conversations • Training for Governors on legislation and good Governance 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Chair/Vice Chair GB 	<ul style="list-style-type: none"> • GB 	<ul style="list-style-type: none"> • Highly effective GB able to set strategic direction of school
<ul style="list-style-type: none"> • Develop school's capacity as a Training and Development Centre 	<ul style="list-style-type: none"> • Lead posts in place to facilitate continued growth of school as CPD Centre • A suite of PD activities developed for delivery across a number of settings inc Accredited courses eg OTAP, ELKLAN 	<ul style="list-style-type: none"> • Spring 2018 	<ul style="list-style-type: none"> • Deputy/ CPD Manager 	<ul style="list-style-type: none"> • SLT/GB 	<ul style="list-style-type: none"> • Castlebar is recognised as a Professional Development Centre locally and regionally
<ul style="list-style-type: none"> • Resources and Finance 	<ul style="list-style-type: none"> • Training and Development 	<ul style="list-style-type: none"> • External Leadership training - £5000 • Internal inc Induction £3000 			

Resources 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> Further strengthen the admin team to prepare for further increase of pupil intake. 	<ul style="list-style-type: none"> Roles & responsibilities review Recruit/induct new team member Prepare check list of tasks and assign responsibilities Skills audit used to identify training needs 	<ul style="list-style-type: none"> Jan 2015 Jan 2015 & ongoing Dec 2016 Dec 2016 	<ul style="list-style-type: none"> SF/PQ SF/PQ SF/PQ SG/HT 	<ul style="list-style-type: none"> SLT/Head 	<ul style="list-style-type: none"> A highly trained and efficient team who work effectively together. Staff can work effectively and efficiently Pupil information shared with relevant stakeholders. School protocols and SIMS knowledge shared with relevant staff. SIMS data checks show high degree of accuracy
<ul style="list-style-type: none"> Develop secure and robust IT infrastructure Support learning in seeking and applying for alternative funding streams. 	<ul style="list-style-type: none"> Review IT Support contract to ensure best value Review Website provision Review admin support for IT to develop ideas on how admin team can support IT use for learning Review fundraising opportunities including building a database of email contacts e.g ex staff/pupils. Seek additional support for fundraising 	<ul style="list-style-type: none"> Jan 2015 Mar 2015 2015-2018 July 2018 	<ul style="list-style-type: none"> SF/PQ/HT SF/PQ/HT SF/PQ/HT SG/HT 	<ul style="list-style-type: none"> SLT and GB Resources Committee SLT and GB Resources Committee 	<ul style="list-style-type: none"> Better use of IT resources. Refreshed and relevant website Enrichment activities are continued /supported by additional grants/funding
<ul style="list-style-type: none"> Resources and Finance 	<ul style="list-style-type: none"> Training and Development - IT training/Website development 	<ul style="list-style-type: none"> £3000 		<ul style="list-style-type: none"> Material Costs - IT hardware 	<ul style="list-style-type: none"> £5000

PSED Objectives: 2015-2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<ul style="list-style-type: none"> • Provide Training session to staff on British Values (BV) 	<ul style="list-style-type: none"> • Training Schedule to include BV training 	<ul style="list-style-type: none"> • Easter 2016 	<ul style="list-style-type: none"> • Deputy 	<ul style="list-style-type: none"> • Leadership team/GB Staffing Committee 	<ul style="list-style-type: none"> • All staff have a developed awareness of BV's and are able to articulate at least 3 BV's
<ul style="list-style-type: none"> • Publish a monthly article on BV in Newsletter 	<ul style="list-style-type: none"> • To be included in Newsletter design for at least 4 months 	<ul style="list-style-type: none"> • July 2016 	<ul style="list-style-type: none"> • Head/Data Officer 	<ul style="list-style-type: none"> • Head 	<ul style="list-style-type: none"> • Parents/carers have increasing awareness of the issue around promoting BV's
<ul style="list-style-type: none"> • Ensure new groups of staff receive Equality training 	<ul style="list-style-type: none"> • Induction and training programme for new staff to include Educare Equality training 	<ul style="list-style-type: none"> • December 2017 	<ul style="list-style-type: none"> • Deputy 	<ul style="list-style-type: none"> • Leadership team 	<ul style="list-style-type: none"> • New staff complete Educare online Equality training
<ul style="list-style-type: none"> • Extended School Provision 	<ul style="list-style-type: none"> • Stay & Play: Including Dads 	<ul style="list-style-type: none"> • December 2016 	<ul style="list-style-type: none"> • TLR/ESW 	<ul style="list-style-type: none"> • Leadership Team 	<ul style="list-style-type: none"> • All children and Dads have access to inclusive activities
<ul style="list-style-type: none"> • Makaton in the community 	<ul style="list-style-type: none"> • Promoting use of Makaton in local shops/services 	<ul style="list-style-type: none"> • July 2017 	<ul style="list-style-type: none"> • Makaton Lead 	<ul style="list-style-type: none"> • GB Pupil & parents Committee 	<ul style="list-style-type: none"> • Increased knowledge of at least 5 basic signs used in some local shops

Teacher Professional Development

- Challenge Partners – school development hub
- NQT
- NPQML– middle leadership development programme
- Research project – LRP
- Masters routes
 - DFE Bursary
- Outreach advice to other schools
- STL (London Leadership Strategy)
- ELKLAN

Teacher Training

- School Direct – Collaboration with St Mary's, Twickenham
- School Direct Alliance (2015/16)
- Brunel University
- St Mary's College
- Roehampton
- Strategic Partnership-SMUC

Teaching Assistants Professional Development

- Scale 4 – Welfare Post – NVQ Level 1
- Scale 6, 7 – Teaching Assistant Post – NVQ Level 2, 3
- Scale 8 – Higher Level Teaching Assistant – NVQ Level 3/HLTA Standards
- ELKLAN
- Routes into teaching
 - DFE Bursary – Level 4
 - Foundation degree
 - Work based degree

Work Based Training Placements

- Student placement
 - Nursing, psychology, other volunteers

All staff - CPD

- | | | | | |
|--------------------------------|------------------------------|----------------------|------------------------------|--------|
| • Investors in People Status | • ELKLAN (Speech & Language) | • Makaton | • Learning Research Projects | • PECS |
| • Autism Education Trust (AET) | • First Aid | • Subject Moderation | • Healthy Schools Status | |
| • Attention Autism | • Team Teach (Behaviour) | • Safeguarding | • Talking Partners | |
| | | | • Strategic Partnership-SMUC | |



Teacher Professional Development

Challenge Partners – school development hub

- Challenge Partners review Nov 13
- 13/14- 3 Assistant Heads involved in Reviewing other schools in partnership
- Whole school training AET levels 1&2. 3 Senior Leaders AET3

NQT

- 1 Senior Teacher trained as NQT mentor
- 2 teachers completed NQT year successfully in school.

NPQML– middle leadership development programme

- Assistant Head trained and completed facilitator training
- 2 Senior teachers will have completed programme by September 14.

Masters routes- DFE Bursary

- 1 T.A – Scholarship Fund application to support teaching degree
- 2 T.As –on teaching Degree path (Foundation stage)
- 2 Teachers –Masters Degrees

Outreach advice to other schools

- Individual Outreach visits
- Outreach package offered to all local schools including training sessions at Castlebar each term.

STL (London Leadership Strategy)

- Programme delivered in Summer term. Adverts for Autumn term in place.

ELKLAN

- 2 Senior Leaders to be trained to deliver course (Autumn 14)

Teacher Training

School Direct – Collaboration with St Marys, Twickenham

- 2 students completed School Direct placements (graded Outstanding)- 1 student appointed as teacher at Castlebar for September 2014, 1 student appointed as teacher at Perivale for September 2014
- 2 students interviewed and selected to start course September 2014
- Schools Alliance in place for September 2015/16

School-centred Initial Teacher Training

- Student block placements:
 - 2 SMUC
 - 2 School Direct SMUC
 - 5 SMUC Enhancement students
 - 2 Brunel
 - 1 Roehampton

Strategic Partnership –SMUC

- Training delivered to Final Placement Students by Assistant Head
- Training for Link Tutors (SMUC)- Assistant Head & Senior Leaders

Teaching Assistants Professional Development

Scale 4 – Welfare Post – NVQ Level 1

- Scale 4 welfare post in place Spring 2013

Scale 6, 7 – Teaching Assistant Post – NVQ Level 2, 3

- 3 T.A's – moved from scale 6 to 7 (July 13)
- 1 T.A completed NVQ Level 3 and interviewed and gained Scale 7 Post

ELKLAN

- 3 T.As completed ELKLAN programme Autumn 13

Makaton

- All staff trained in Level 1, 12 trained at Level 2
- 1 T.A on coaching programme towards becoming a Makaton Tutor. (in –house trained)

Routes into teaching

- 3 T.A.s - Foundation degree
- 2 School Direct Students - Work based degree completed & employed –July 13
- 2 School Direct Students-September 14

Apprenticeship

- 2 Apprentices have completed course (July 14)
- 1 Apprentice appointed as Scale 4 T.A – September 14
- 2 new Apprentices to be recruited September 14

