

In order to constantly set a culture of high standards and pupil outcomes, we regularly reflect on, and self-evaluate our practices and our outcomes. Robust evidence based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development and more detailed plans are held by each project lead and monitored in the school Monitoring & Evaluation procedures by the Headteacher, Chief Operating Officer and Senior Leadership Team.

Our improvement priorities will reflect our school Mission Statement to include: Challenge (C), Nurture (N) and Inspire (I) built on the school values of Kindness, Perseverance, Tolerance and Respect.

### Main Developments (Post-lockdown 2020-21)

1. Catch-up provision focused on reading and well-being. Reading Recovery teacher appointed 2021 and Hounslow Big Read Project 2021.
2. The development of Remote Learning and fair access for all pupils. Achieved and evaluated by Governors 2020-21.
3. The well-being and recovery curriculum focusing on outdoor learning and promotion of relationships and friendships using Thrive. Completed and evaluation of impact to follow.

### Strategic Focus Areas for 2021-22

1. The establishment of the Marjory Kinnon Professional Development Centre.
  - Establish Director / Deputy Headteacher role.
  - Establishment of working partnership with SERCO to deliver TA Apprentice Programme in-house.
  - Outreach support for mainstream schools particularly with ASC knowledge and strategies for support.
  - In-house ITT and ECT Training Hub.
  - In-house induction, mentoring, coaching and CPD programme.
2. Re-evaluate our Therapy and Support Services provision to meet the needs of the changing pupil cohort.
  - Evaluation of current provision by Governors, external Headteachers of SEND schools and SEND Advisors.
  - Sourcing a new Speech & Language Therapist Autumn 2021.
3. Reshaping of MKS Offer and curriculum pathways to meet the changing needs of the rising ASC population.
  - Appointment and training of cross-phase TLR Subject Lead posts that ensure continuity of learning and progression.
  - Continued evaluation of Pathway 1 curriculum provision including sensory, communication, life skills / independence opportunities.
  - Audit of current curriculum provision and Action Plan by new Subject Leads/TLRS focused on continuity and progression.
  - Review of admissions criteria and continued provision in liaison with LBH SEND Team and Governors.

## **FOCUS AREAS 2021-22**

### **Curriculum**

To develop and embed the new Pathway 1 & 2 curriculum.

To extend and improve Communication and Social Communication opportunities in EYFS & KS1. (Includes Makaton, iPad devices and communication APP).

To continue to monitor, evaluate and embed the successful Maths Mastery and Power of Reading curriculum KS1-3 (C).

To audit and update/develop the vocational, life skills, employability and careers offer in KS4 (C) (N).

To further develop SMSC, RE and RSE curriculum in line with new changes in RSE (N) (I).

To evaluate the impact of the Recovery Curriculum In the Summer Term 2021 to help pupils settle back into school socially and emotionally and provide catch-up (N, C, I).

### **Teaching, Learning & Assessment**

To evaluate the impact of remote learning and develop the use of Google Classroom for homework and communication with parents.

To further develop and enrich the curriculum by embedding challenge and innovation created by new Subject Leads and TLRs (C) (I).

To embed challenging individual target setting to ensure outstanding progress, including the GCSE offer in KS4 (C).

To use Lessons Learned to triangulate M&E outcomes and provide teachers with individualised feedback.

To improve the Secondary academic interventions offer to support catch-up after the lockdown closure (C).

To employ a Reading Recovery teacher with Covid-19 Catch-up Funding, with a focus on Year 6&7.

### **Behaviour & Attitudes**

To review and update behaviour reporting and analysis.

To embed and extend Parental Engagement Workshops and opportunities (C) (N) (I).

To develop and extend our safeguarding culture through training on KCSiE changes, peer-on-peer and sexual abuse/harassment and attachment issues.

To use the Thrive Assessment Tool to generate a class screening that provides social and emotional targets to teach into with a focus on pupil well-being and mental health.

To embed Rights Respecting Schools agenda into pastoral and behavioural development plans and pursue the Gold Level Award.

To further develop pupil voice through a school council magazine.

To develop an Ambassadors Leadership programme in KS4 to give pupils leadership responsibilities.

## **Leadership & Management**

To continue to invest in and develop the work-based route into teaching to ensure quality teachers for the future (I).

To develop teacher training link with The Reach Academy (I).

To develop an in-house Apprenticeship TA Programme of training in liaison with SERCO as an awarding body.

To launch the MKS Professional Development Centre to offer outreach and training to mainstream schools.

To monitor the changing intake of pupils as the school expands and as ASD pupil numbers continue to rise and ensure that the curriculum, teaching and learning and interventions offer adapts.

To successfully recruit teachers that can fulfil the requirements in the 2 curriculum pathways and respond to the rising numbers of ASD pupils.

To continue to evaluate and amend the recruitment and retention strategies as the school intake expands.

To invest in the training of the new Senior and Middle leaders after the 2020 restructure. (NPQSL & NPQML).

To evaluate the impact of the Change Team in relation to the continued work linked to the Well-being Award (including pupil voice) (I).

To continue to develop consultations with staff on workload and work/life balance.

To develop a long term IT plan for a forward looking and future focused school (I).

## EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2021-22

	Objectives	Target group(s): e.g. whole school, girls, boys, staff, etc	Action	✓	Objective Owner	Status	Next Steps
SAFEGUARDIN	To work in partnership with parents and carers to make clear and underline the negative effects of pupil absence on progress and achievement and to support school attendance.	Parents/carers of pupils whose attendance drops below 90%	Identify and track pupils.	✓	Designated Safeguarding Lead	● On track	DSL to instigate clinic.
			Phone call & letter to parents/carer.	✓			
			Inform EWO.	✓			
			Instigate regular absence clinic for monitoring pupil welfare.	-			
CFC	To increase the participation of parents/carers of pupils/students from minority, marginalised or vulnerable backgrounds in school life.	Parents/carers of minority, marginalised and vulnerable pupils/students	Identify which groups are less likely to engage with school.	-	AHT KS1 / Parental Engagement Lead	● Ongoing	School to identify interpreter as required.
			Home visit before pupils enter school with interpreter.	-			
			Interpreter booked for all parent meetings.	-			
			Targeted parent workshops.	✓			
			Review website and electronic information available for parents.	✓			
T&L	To ensure the statutory changes to the RSE curriculum and policy are being taught and monitor and evaluate pupil outcomes	All pupils/parents	To integrate new RSE guidelines and LGBT content into the curriculum for RSE.	✓	DHT Curriculum / AHT KS4	● On track	To monitor delivery and outcomes – Autumn 2021.
			To arrange training from Mermaids related to transgender issues	✓			
			To book training for all staff on delivering the curriculum effectively	✓			
			To monitor delivery of the curriculum and pupil outcomes	-			
			To support parents to understand the curriculum content	-			
CFC	To develop pupil voice opportunities so that Governors are hearing all the pupil's views and opinions.	All pupils/Governors	To invite pupils to CFC Governors meetings and for Governors to attend school council.	✓	Upper Pay Scale teachers who have responsibility	● Completed	-
			To have pupil, parent, staff, SLT and Governors represented on the Change Team led by the well-being award.	✓			
T&L	To ensure our reading and library books fully represent diversity in society including bilingual books.	All pupils	To ensure the English and library lead has budget to purchase books	✓	TLR English JG	● On track	New TLR English to complete audit and order books.
			To audit areas where we are deficient and plug the gaps	-			
RESOURCES	To ensure all ASD pupils have access to sensory provision and suitable therapies	ASD pupils	Governance review and audit of therapeutic provision	-	SLT / Lead Practitioner for ASD	● Ongoing	Audit of breakout rooms by new LP for ASD.
			Evaluate and restructure therapies in line with the expanding ASC cohort	-			
			Audit the use of break out rooms and current equipment	-			
			Allocate a budget and new equipment to be purchased for sensory breakout rooms	-			
T&L	To provide opportunities to celebrate the culture and religions of all staff and pupils that make up a very diverse school.	All pupils and staff	Revised assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff i.e. Eid, Diwali, Christmas, Chinese New year, Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature), Holocaust Memorial.	✓	Headteacher / SLT	● Completed	-
T&L	To ensure disadvantaged pupils are prioritised for interventions and catch up post pandemic	All pupils	Analysis of progress data in relation to pupil premium/FSM groups. Continue to monitor and provide Chromebook to families that need technology Provide intensive interventions to pupils who have fallen behind in pandemic with Covid Catch up funding including Summer School	-	HT/SLT	● Ongoing	Data to be analysed Autumn Term 2021 and interventions identified.
T&L	To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum.	Whole School Parents Governors	Each term to focus on one key value to underpin SEAL lessons and assemblies: <ul style="list-style-type: none"> <li>Autumn: Kindness</li> <li>Spring: Tolerance</li> <li>Summer: Respect</li> </ul>	✓	DHT / AHTs Primary & Secondary / SS-RRS Lead	● Completed	-