VERMONT SCHOOL
The Vermont Family belong, believe and achieve together

SIP SUM1&2

Quality of education
Aim: To provide a rich and engaging curriculum that meets the needs of all pupils, taking into account their personal aspirational journey.
1. Consistency in the quality of teaching by ensuring that all staff have a comprehensive understanding of the special educational needs of the children, are able to adapt their teaching practice accordingly and maximise learning time.   2. The planning and the delivery of the Maths curriculum so that there is a better understanding and application of the principles of Maths mastery.   3. Develop the English curriculum to strengthen the delivery of phonics and maximise opportunities for reading and writing across the curriculum.

Target	Impact / Desired outcome and evidence	Strategies
1. To improve consistency in the quality of teaching by ensuring that all staff have a comprehensive understanding of the special educational needs of the children, are able to adapt their teaching practice accordingly and maximise learning time.	● Individual curriculum pathways demonstrate better than good progress (Literacy/English) (Phonics) (Reading) (Writing) (Numeracy/Maths) (Science) (all other subjects) ● Increase in % of Year 6 Pupils entered for end of key stage 2 tests ● Improved destination outcomes (pupils returning to work with peers in mainstream / resourced provisions) ● Improved pupil engagement in learning ● Improved attendance, (particularly for pupils who had not previously attended school full time)	1.1 Familiarise the staff with Ordinary Available Provision (staff self-audit; RAG rate practice and classroom setting; establish your own class based action plan until the end of term). (JKE) 1.2 Deliver training on specific needs of children (ASD/ ADHD) and how to support their learning. (LPA) 1.3 Introduce Learning Walk programme to support continuous improvement of quality of teaching and learning. (JKE)
2 To improve the planning and the delivery of the Maths curriculum so that there is a better		2.1 Revisit Maths Action plan with maths lead to ensure effective implementation until end SUM2 and effective handover established to new Maths Lead. (LJO)

	understanding and application of number and the four operations of Maths.		
3	To develop the English curriculum to strengthen the delivery of phonics and maximise opportunities for reading and writing across the curriculum.		3.1 English lead to provide classroom support for teachers with their delivery and monitor the implementation of RWI. 3.2 Ensure all AR assessments completed in SUM term. 3.3 Ensure AR embedded and delivered consistently across the school. 3.4 Revisit the action plan to move writing forward ensuring opportunities for reading and writing are coherently mapped through the English curriculum and ensure that expectations for writing are increased (ergonomic pencil grips, use of alternative methods of record taking, PECs, dictation devices etc. to gain a reduction in scribing). (NCA)

Behaviour and Attitudes

Aims: To provide a rich and engaging educational provision that supports pupils in developing self-awareness, self-regulation, motivation, empathy and social skills that support them in contributing positively to the school and wider community.

1. Ensure there is a consistent response to managing challenging behaviour across the school which incorporates trauma informed practices.
2. Further develop a behaviour curriculum based on the school's values which explicitly teaches learning behaviours.
3. Ensure that the school environment is supportive of children's needs.

Target	Impact / Desired outcome and evidence	Strategies
1. Ensure there is a consistent response to managing challenging behaviour across the school which incorporates trauma informed practices.	Pupils make good progress with ● Good attendance (>90%) ● Reduction in % 0f Persistent absentee (<90%) ● No pupils with severe absentee (<50%) ● Reduction in the number of sessions missed through Suspension ● Reduction in the number of pupils with 1+ Suspension ● Reduction in the number of physical interventions ● Reduction in the number of Pupils with 1+ PI	1.1 With school staff body, review the behaviour policy to ensure that it is values based and enables staff and children to have a clear understanding of expectations. (KKI) 1.2 Work with staff to develop consistency of language to ensure setting is routine based and predictable. (SLT/ KKI) 1.3 Work through scenarios and scripts with staff to ensure trauma informed responses as opposed to reactions to behaviours. (JCA and MTR)
2. Further develop a behaviour curriculum based on the school's values which explicitly teaches learning behaviours.	● No pupils on PT / Reduced Hours for more than 6 weeks ● Positive pupil feedback ● Positive Parent / Carer feedback	2.1 Map the delivery of the Behaviours Curriculum across the term. Eg. Week 1 – Belong. Children and staff to know what behaviours are part of that value and praised when they get it right. (KKI/SLT) 2.2 Reinforce school values through assemblies, school visuals, school communications. (SLT)
3. Ensure that the school environment is supportive of children's needs.		3.1 Deliver training on the impact of the environment for children with SEND. (LPA) 3.2 Review environment and activities with a sensory lense. E.g. Are activities completed in the best spaces for the needs of the children; staff to conduct

		an environmental ASD audit to review their settings. (Staff & SLT) 3.3 Staff to make changes to their settings to ensure that the environment better suits their children's needs – this is in terms of physical environment to support the consistency of language adopted above. (STAFF & SLT)

Personal Development

Aim: To provide a rich and engaging provision that supports pupils in their development of personal values and ways of being resilient, responsible, respectful and active citizens and enables them to become well-informed and rounded young people prepared for the next steps in their lives.

1. Embed high quality opportunities for pupils to play an active role in their school through the school council.
2. Provide a range of lunch time clubs that children can participate in.

Target	Impact / Desired outcome and evidence	Strategies
1. Embed high quality opportunities for pupils to play an active role in their school through the school council.	● Pupils making expected progress on the SEMH pupil profile (80%+) ● Pupils making expected progress with Annual Review steps towards the outcomes (80%+) ● Pupils demonstrate good mental wellbeing and engage in targeted interventions ● Pupils make progress on the Emotional Literacy Checklist	1.1 Schedule regular meetings for the school council. (JRI) 1.2 Establish systematic approach to sharing school council feedback with SLT. (JRI) 1.3 Ensure that the school council is visual in school (board/ uniform). (JRI)
2. Provide a range of lunch time clubs that children can participate in.	● Pupils develop existing interests and discover new ones ● All pupils experience: live creative performances and live sporting performance ● All pupils participate in: live creative performance and sporting performance (team and / or individual) ● All pupils experience a range of outdoor and adventurous activities in school and a range of alternative settings ● All pupils experience some of Southampton City's cultural activities to support further connection to be made with their own communities ● Pupils explore, learn and celebrate the differences of communities and cultures within the city, country and globally	2.1 Launch lunch time clubs. (KKI) 2.2 Review success, buy in and staffing. (KKI) 2.3 Adapt clubs accordingly and ensure prepared for AUT1 so that clubs can start with the start of term. (KKI)

	- Pupils learn and talk about local, regional, national and international events and issues that affect their and others lives - Pupils engage in a high quality Spiritual, Moral, Social and Cultural provision - Pupils engage in a high quality PSHE curriculum that has focus areas on healthy relationships, personal health and sex education - Pupils play an active role in identifying and celebrating their achievements (Pupil survey / Tapestry) . - Parents provide positive feedback on their child's personal development. (Parent survey, Tapestry, Parent evenings) - Experiences and opportunities for personal growth collected for individual pupils. (Tapestry)	

Leadership and Management

Aim: To ensure that the education that the school provides has a positive impact on all its pupils.

1. Further develop the effectiveness of leaders to plan, monitor and evaluate their impact.
2. Ensure the new governing body effectively supports, challenges and holds leaders to account.
3. Review and refine the CPD to further develop and embed best practice across the school.

Target	Impact / Desired outcome and evidence	Strategies
1. Further develop the effectiveness of leaders to plan, monitor and evaluate their impact.	● Staff report high levels of positive wellbeing at work, manageable workload, High quality CPD and career progression. ● Staff have good Attendance ● Staff turnover is appropriate for the context ● Leaders have a good understanding of their roles within the priorities for school improvement (SLT, Curriculum Leader, Safeguarding, Attendance and Wellbeing Leader, Subject Leaders) ● The Governing body are knowledgeable of and skilled in the strategic planning of the school.	1.1 Set out clear roles and responsibilities. (SLT) 1.2 Plan and deliver Middle Leadership development training. (Trust SIO) 1.3 Establish a clear accountability process. (SLT) 1.4 Develop a monitoring and evaluation calendar. (SLT)
2. Ensure the new governing body effectively supports, challenges and holds leaders to account.		1.2 Aspire Trust to attend governing body meetings to support with implementation of training delivered to date and identify any additional areas for support. 2.2 Calendar in regular progress updates between the Chair of Governors and the Aspire Trust. (Trust SIO)
3. Review and refine the CPD to further develop and embed best practice across the school.		3.1 Plan the CPD programme until the end of the academic year. (SLT) 3.2 Alongside OAP review, audit teaching staff to identify areas of strength and identify areas for professional development to enhance staff retention. (SLT/ JKE) 3.3 Develop a programme of Middle Leadership development – need/ want. (Trust SIO)