

Quality of Education

- All staff are aware that the **end points** of the pupils' journeys at Lisburne needs to ensure that children can see links and make connections in learning and have real life reasons for learning.
- Staff have had trainings during Monday's meetings on the Quality of Education each half term.
- Staff have had training on what the 3 Is are as well as how to look at their curriculum are and created an 'Intent' as well as position statement for their subject area.
- In School Improvement Groups, staff have linked their curriculum to the 3Is (Intent, Implementation and Impact) and subject leads have looked at how we apply these through planning, delivery and formative assessment.
- Pupil progress meetings have been taking place to monitor all children and interventions put into place for any children not making expected progress.
- In reading, Book scrutinies were carried out in autumn and spring term, feedback was generally good with consistent evidence of pupil voice and independent opportunities for learning.
- A further review of the assessment data and discussions with teachers and professionals has highlighted to the English SIG and SLT that a huge gap in many of children's reading ability is in the area of comprehension.
- One of our teachers is working to develop a comprehension program tailored to our children using age / ability appropriate texts and visual support.
- Maths lesson observations took place in January 2020. The main focus of the observations was measure, with an emphasis on children's independence, pupil voice, evidence of challenge and evidence of practical real life measure skills. The observations were very positive on the whole.
- Resources are engaging, purposeful and create a challenging learning environment. This was evidenced on both learning walks through the autumn and spring term.
- The 'branches' assessment system in the classes has been implemented and will be used through this academic year along with P Scales 1-4 to assess the children's learning.
- Teachers have good knowledge of the subjects they teach. Leaders provide effective support for those teaching outside their main areas of expertise. This is particularly relevant currently for RQT's and Level 6 staff, and is working very well.

Leadership and Management

- SLT meet weekly to share a consistent approach to planning and leading on actions for improvement.
- Staff have had training on what the 3 Is are as well as how to look at their curriculum are and create an 'Intent' as well as position statement for their subject area.
- Planning has been collected and scrutinised and spring term observations, book looks and learning walks have been conducted to give an all-round picture of 'independent learning.' From this, the SLT have been able to identify strengths, recognise gaps and consequently fulfil any professional development.
- Staff are developing position statements and these will be updated again in the summer term.
- Regular full governing body meetings are well attended and governors continue to hold the school leadership to account and set the strategic direction for the school.
- The school safeguarding policy has been updated in line with the Local Authority's amended model policy.
- In February 2020, we held our first Parents' Information Evening which was focused around the teaching of Reading and Measure. We explored how we can support children both at school and at home.
- Parents have been given an insight into the approaches, activities and resources we use in school and how these can be adapted to provide more support or to challenge their children and reinforce learning opportunities.

Behaviour and Attitudes

- Attendance - Whole school attendance for this academic year is 91.65%.
- Pupil Premium children's attendance is currently 92.1% which is higher than those who are non-pupil premium (91.3%)
- Our absence figures were much lower than the average for Stockport special schools too. We have absence rates of 6.3% compared to other special schools in Stockport, which are averaging 8.3%.
- Positive Handling plans are updated regularly and de-escalation training was delivered to teachers and HLTAs in Autumn 2.
- Zones of regulation (this is supporting pupils to become more independent with their self-regulation) is being trialled in three classes during spring.
- Pupil voice - SLT delivered Restorative Script training to all teachers and HLTAs. The Restorative Scripts have been rolled out and staff have adapted these to suit the needs of children within their class. All staff wear these on their lanyards and these are also up in school.

School Improvement Plan Evaluation: February 2020



Personal Development

- In line with the introduction of the 4 key stages of pupil voice, all teachers have set personalised pupil voice targets to work on this year.
- SLT have been working to develop pupil voice opportunities across school. Key areas of school have been chosen and will be being developed this year.
- During Maths and English book looks, Lesson observations, pupil voice was a key area of focus. Our lesson observation format has been adapted to ensure a focus line of enquiry includes how teachers ensure pupil voice is included/ differentiated.
- Some classes have been trialling an online, personalised PSHE tracking tool. This tool works as a passport of progress, evidencing start and end points as well as showing the learning journey along the way.
- Children from Lisburne have started attending Dial Park School and St Philips School for inclusion. They have been supported by Alan Cliff. Children from Dial Park have been attending Lisburne School in the afternoons unsupported.