



School Improvement Policy

Beacon Hill's work in this area is continuously developing with the aim of improving and so this policy represents work in progress rather than a definitive statement. It will be reviewed in the context of local and national issues in particular target setting, benchmarking and the literacy and numeracy initiatives.

The Policy is in two sections one related to specific school improvement procedures the other related to the schools practice in writing its School Improvement Policy.

Work on School Improvement helps to meet the following aims of Beacon Hill School.

Has high expectations for continuous improvement in order to raise standards for pupils

All school improvement work is directed at this aim. Working to improve the school will raise standards for all pupils and staff and ensure a high quality. A school, which is clear about its systems for planning improvement and its use of available resources, is more able to maximise the potential of pupils and staff and raise standards for all.

establishes an atmosphere of security, trust and respect for all.

A school, which is continuously seeking to improve its work, will be a stimulating place for both pupils and staff. If work remains realistic and achievable it will also be able to be a happy place to work. School Improvement planning directs and organises resources in such a way as to ensure that the environment is secure and healthy for all involved. Well-planned use of resources ensures that value for money is achieved.

in which all partners include, involve and inform each other.

One of the best most successful ways to improve the work of the school is through the use of the skills of all the staff involved and by working in teams to share knowledge and expertise. All staff and governors have an opportunity to be

involved in the writing of the school improvement plan and to measure their achievements through it. Planning involves careful discussion and thoughtful teamwork to be at its most effective. Individual contributions are valued and positively encouraged.

celebrates achievement for all.

The celebration of achievement is vital to school improvement as it encourages everyone to continue to improve and gives him or her credit for the work they have already achieved. Peoples self esteem is enhanced by the regular feedback and evaluations contained in the School Improvement Planning process

actively develops parental partnerships for the benefit of pupils.

Parents trust that their child is being educated in a school that continually strives for the best for that child. Evidence that this is the case enhances that trust. The involvement of parents in the work of the school has also been shown to be a key indicator of an improving school. Parent Governors have an important role to play in school improvement planning ensuring that the plan the school agrees addresses, where appropriate, the needs and concerns of parents.

Section One

Two ways to ensure school improvement

1. Continually assessing and expecting improvement in the pupils.
2. Continually striving to improve the systems of the school through continuous improvement, monitoring and evaluation

1. Continually assessing and expecting improvement in the pupils.

- The students at Beacon Hill have such specific needs that whole school targets aimed at their achievements are currently hard to conceive but research may prove otherwise. Even targets in none cognitive areas are subject to fluctuations because of circumstances such as a pupil's health. It is important nevertheless that these problems do not become an excuse for underachievement and complacency. It is possible for example to set targets for an individual and discuss their achievement of them. This system has become tighter and clearer over years especially since IEP's. These termly plans for each child are seen by parents and are signed by the Headteacher and any issue of consistent failure to reach targets investigated. On an annual basis also aims are set for pupils by the full team, including the parents and at transition review the student themselves. These are formally discussed at the subsequent

year's review. If there are concerns about a child's progress extra input may be requested and/or an extra formal review put in place. This is a more accountable system and allows for challenging targets to be set which enable both pupil and school improvement. These results are subject to statistical analysis, which examines the progress of different groups of pupils in different departments or Key Stages, and in different subjects.

- Beacon Hill has always been committed to seeking external accreditation for the work of its pupils. This external moderation also raises the standards achieved in the school and provides an external check on the work of the school. Currently these systems include ASDAN , ALL (Accreditation for Life and Learning) and AQA units.
- Increasingly the measures in the School Improvement Plan and Departmental Development Plans will relate to changes for the pupils and in their access and achievement rather than systems based targets. This will again increase the accountability of the system and add to the potential for ongoing improvement.
- All new pupils are assessed on the PIVATS scale and this information used to assess their progress.
- All pupils are assessed using the Beacon Hill Profile at the time of their annual review and this information is used to plan pupils' curriculum and IEP's.
- All pupils are assessed according to PIVATS in July and this information is used to plan their targets for the next year. It is also analysed statistically and patterns identified. This may be used to alter teaching or the curriculum.
- Beacon Hill pupils have access to the Target setting procedures set out by the government. These are currently experimental for special school pupils but are important to our work on school improvement.

2. Continually striving to improve the systems of the school through continuous improvement, monitoring and evaluation

Monitoring (samples of documentation are attached as an appendix)

- Each curriculum co-ordinator has the responsibility to monitor the work of their subject. This is undertaken in a variety of ways through checking the planning and topic webs for their subject, through discussion and through in class observation of the work in the subject.
- The Equal Opportunities policy currently has specific monitoring built into it to ensure that the work in this area is continually reviewed and developed. A three-year schedule of observation and the focus of the observation is for example built into the Equal Opportunities Policy. This monitoring is reported to the Governors Curriculum and Organisation Committee.

- Each Head of Department has a monitoring role for their department. Senior Management Team will discuss any issues raised in this way.
- Specific School Improvement Targets may contain specific monitoring as part of their measures. These may only be in place for a year but will be aimed at ensuring the positive developments of a new strategy or development.
- The Headteacher has established a three yearly cycle of monitoring involving the support of the LEA link advisor and members of the Senior Management Team. This focuses on monitoring departments, core subjects and specific areas arising from the school development plan. An outline timetable for the next three years is attached. It is important that the system retains the flexibility to respond to issues as they arise.
- Health and Safety systems in the school are monitored termly by the Deputy Head for each base, any necessary action taken and reported to governors termly.
- The School Accident book is also monitored on an annual basis to see if there are any specific areas of the school or issues that cause accidents. This analysis is reported to the Premises Committee for the relevant building.
- The review and discussion of policies is also monitored by a system ensuring all policies are reviewed bi annually on an interim basis and fully every four years.
- The attendance of parents at school events is also monitored to ensure that the events we are offering parents are meeting their needs and priorities. For example if fewer and fewer parents attend parents night it may be because the organisation is inappropriate. This helps us review processes.
- Governors' work is also monitored in relation to the amount of input they are able to offer the school. A governor signing in sheet in the office records the visits made to school by governors and Governors also keep their own records of meetings they have attended outside school.
- Pupil's progress towards their IEP targets is reviewed and reported termly in relation to age, disability and "Every Child Matters" criteria such as "Looked After Children".
- The curriculum is monitored by the Deputy through the specific monitoring of each terms planning prior to the work beginning. The specific topic is also evaluated at the end of each term with regard to its ability to deliver the curriculum areas.
- All polices within school are signed and owned by individual members of staff who are responsible for their monitoring and implementation. They have agreed dates for review and interim review.
- All teaching staff have a role in monitoring their area of curricular or other responsibility. This role is undertaken termly to an agreed timetable and results in agreed areas for action for the teacher and the person observed.

- Governors also observe teaching and report their impressions and ideas to the full governors meeting although this is not formal monitoring as undertaken by others.
- The Performance Management system includes specific targets for all teachers including the Head that are monitored.

Evaluation

Since the work on Quality the emphasis on systems being subject to continuous improvement has led to the establishment of several annual or termly evaluations involving many stakeholders in the school. These evaluations involve looking at paperwork and establishing the views of those involved. They evaluations always result in changes to systems as a matter of policy.

- Ex pupils from the previous five years have been sent a questionnaire asking about their current placement and their views on the effectiveness of their time at Beacon Hill in preparing them for their future. This has so far not been successful in gaining many responses but has raised issues and suggested changes that will improve our practise.
- The work of the school supporting staff is evaluated annually through the use of a straightforward staff survey. This has identified areas of concern for staff which have been acted on. For example concerns about the accommodation at 6th Form and the need for new minibuses.
- As part of the recent Multi Disciplinary team policy regular meetings are held with members of the Multi Disciplinary Team. These have an organisational focus but also discuss ways of improving how we work together. A recent improvement resulting from this has been the introduction of termly team meetings for Nursery pupils.
- Evaluations also take place as a result of targets in the improvement plan.
- As part of the Staff Development process the effect of particular training is evaluated and fed back to staff and to governors in the annual Inset report. Specific individuals' training is also discussed with them at their annual Personal Development meeting.
- Governors complete an annual questionnaire that asks them to reflection their role and their ability to fulfil it. The most recent evaluation showed concerns about Governor training which have resulted in agreed changes to these systems.
- The schools work with parents is evaluated annually through the means of a questionnaire asking parents their views on whether the school is keeping to its side of the home / school agreement.

Section 2

This section should be read in conjunction with the Curriculum Policy, the Finance Policy, and the Management Policy.

Principles

- School Improvement Planning is vital to ensure that the school knows what it wants to achieve and how it wants to achieve it.
- School Improvement Planning helps to plan for continuous school improvement so that the school is always striving to improve the achievements of the pupils.
- School Improvement Planning is a developing process; every year new methods and systems will be added or refined to ensure it continues to meet the needs of the school and its pupils.

Guidelines

- School Improvement Planning is an ongoing process, which is action, planned for the whole school year and links into other cycles in the school i.e. the performance management cycle, the budget cycle.
- When agreeing targets care is taken to ensure that they are planned in relation to the five outcomes of the "Every Child Matters Agenda". Each target will have a specific link to these outcomes.
- All governors, staff groups teachers, nursery nurses and none teaching staff will contribute to the planning process and have a role to play in achieving the plan.
- Governors will have a particular role in formulating the final plan and setting targets for themselves as well as helping to decide priorities for the school.
- Each plan is based on the previous years and will not be a one off separate plan.
- Specifically the Whole School Improvement Plan lasts for three years whilst individual action plans are based on an annual cycle.
- Each plan is prefaced by an evaluation of the previous plan. This will state whether or not specific targets had been achieved and reasons why they were not if this was the case. Some targets may be carried forward from one year to the next.
- Each action plan will plan ahead for at least two years.
- The Aims of the school are at the front of the plan and will be specifically referred to at the top of each individual action plan where appropriate.
- Links are acknowledged to the LEA Development Plan noting how the work towards the school plan helps the LEA achieve its targets.
- The cycle is ongoing with a new years plan being agreed whilst the current one is being completed.
- In January each co-ordinator and Head of Department will bring a copy of their current plan and ideas for the new one to a staff meeting where the first drafting of the priorities for the year are agreed. Governors and other groups

in school will also identify their own priorities that are finally put together in the whole school plan for the next year.

- Each subject will continue to be developed by the person responsible even if it is not agreed as a whole school priority for that year.
- Governors make the final decision about school priorities.
- Each target will contain information about the timescale, resources needed, training needed, monitoring dates and measures for success related to that target. The measures will refer to pupil achievement. The person responsible will also sign their target and take responsibility supported by senior Management Team for its implementation.
- In order to make them more specific each plan is written so that the goals always have numbers attached to them to show either timescales, intended levels of achievement or amounts of money. The staff development section will also specify where funding is to come from if appropriate and each measure will also include figures to show time scale, results needed or specific finance achieved or spent.
- As a Business and Enterprise College it is important to ensure that the targets agreed as part of this process also form part of the School Improvement Plan and are not seen as bolt on issues. The issues with Creative Partnerships are similar.
- The measures used will generally refer to the outcomes and improvements for pupils rather than organisational issues and concerns.
- The Inset needs identified in the plan will form the basis of the Inset plan for the year including the use of Standards Fund Programme funding.
- The School Improvement Planning process is part of teacher and governor induction.
- The progress of the plan is reported to governors at each full governors meeting.
- The implementation of the School Improvement Plan is the responsibility of the Headteacher. Work towards this plan may or may not form part of the Heads performance targets that are agreed with governors annually.
- The meeting schedule for each term will make explicit School Improvement Plan links so that it is clear to all when work on the plan is to take place.
- Areas that are identified for monitoring through the School Improvement Policy will generally be chosen from those agreed for the School Improvement Plan. This monitoring will form part of the evaluation or the base line for the schools work towards its agreed targets.
- The School Improvement Plan will contain a budget plan and repairs plan for the full year so that the links made in each action plan are clear.
- Where an Action plan has specific resources implications these are addressed in budget discussions and the links to the plan made explicit.

- Work towards the whole school plan is identified in the Headteachers report to Governors and the Governors report to parents.
- The teachers performance management cycle in school will also link to the School Improvement Plan in that team leader will discuss informally with colleagues their role in the specific plan for that year. Staff will normally have one target, which is specifically linked, to the areas of the development plan.
- The list of measures for the coming year is displayed in school and is marked to show progress towards achieving the plan.
- All members of staff and the multidisciplinary team in school will have copies of the School Improvement Plan. Their ability to help towards its achievement is included and valued.
- Parents will be informed of the draft targets and the final agreed areas. They will be offered copies of the plan should they wish to receive one.
- Work towards the plan and the plan itself will always pay attention to issues of confidentiality.

	Area	Autumn 2006	Spring 2007	Summer 2007	Autumn 2007	Spring 2008	Summer 2008	Autumn 2008	Spring 2009	Summer 2009
S.I.P Area	to be agreed		Advisor			S.M.T			Head	
	to be agreed	Head			Advisor			S.M.T		
	to be agreed			S.M.T			Head			Advisor
Depts.	Primary	S.M.T			Head			Advisor		
	Secondary		Head			Advisor			S.M.T	
	Post 16			Advisor			S.M.T			Head
Issues.	To be agreed		S.M.T					Head		
	To be agreed	Advisor				Head				S.M.T
	To be agreed			Head	S.M.T		Advisor		Advisor	

Three year Timetable for Monitoring

1. The reports of this monitoring will protect confidentiality but will be open documents available to all staff in school. Those undertaking the monitoring will take this into account.
2. The Governors Curriculum and Organisation Committee will discuss the reports termly.
3. The team termly will agree the member of the S.M.T involved. It will be allocated on the basis of the person with the most appropriate skills and expertise. All team members will take this responsibility at least once over the three years. They will undertake the task in their none contact time but may also have added cover for this.
4. The terms of reference of the exercise will be agreed before hand. Normally some classroom observation as well as documentation checks will form part of the process .The emphasis will always be on the effect on the area on pupils rather than systems.
5. Where a subject or department is being monitored the relevant co-ordinator or Head of Department will be closely involved.
6. The monitoring will be of appropriate length so that issues are discussed but the level of detail is not too extensive. Normally the report will be no more than 4 sides of A4.
7. The issues to be monitored will be agreed annually. Normally they will come out of the School Improvement Plan however a co-ordinator could suggest that their area of responsibility be evaluated to inform their work.
8. The monitoring itself will be evaluated annually as part of the Review of the School Improvement Plan.