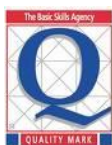




Castlebar School

School Improvement Plan 2013-15



INVESTOR IN PEOPLE



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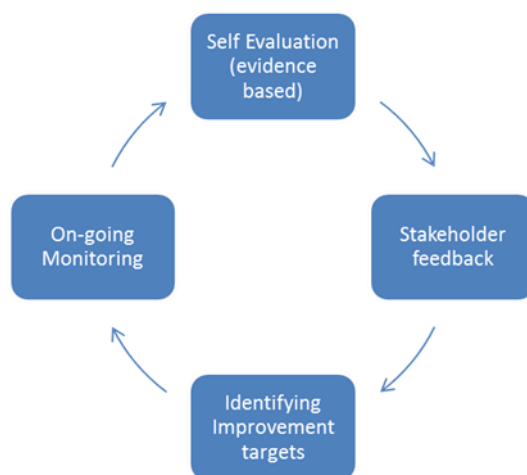
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School Improvement Planning

School Improvement Planning is determined by a number of factors

- Robust and effective School Self Evaluation
- Internal stakeholders views ie staff, parents/carers, governors and pupils
- External stakeholders views ie Local Authority (LA) Challenge Partners, Ofsted, Investors in People

The changing needs/fluctuations of the special schools setting



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidenced 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. Also the initial phase of school expansion.. The same Key Priority Areas are carried into the next phase of SIP

- Maximising Communication
- Maximising Socialisation
- Maximising Independence
- Maximising Capacity

Roles and responsibilities

All Senior Leaders work in teams, especially with regard to the 7 Areas of Learning. 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

(2013—2015)

Raise Standards in Communication

- To promote a consistent approach in the use of Makaton supported by targeted signing in lessons and symbols in class.
- To enhance the use of total communication incorporating ICT, MLE, and personalised learning at developmentally appropriate levels in relation to the new curriculum.
- To further develop parental /carer involvement through parent/carers workshops and structured conversations.

Raise Standards in Socialisation

- To promote 'pupil voice' and confidence through developing the work of the School council and encouraging pupil feedback in relation to the new curriculum.
- To continue to develop a range of opportunities to increase socialisation and providing opportunities for turn taking and sharing.

Raise Standards in Independence

- 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, promoting backwards chaining, independent learning and pupil self-assessment skills.

Maximise Capacity

- To collaborate with the LA and KIER Construction towards the completion of Phase 2 expansion
- To model further restructure of leadership, admin and therapeutic teams
- To ensure finance personnel and resources meet the needs of the enlarged pupil population

Behaviour

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Communication	To make sure all staff are using BSD and software is updated to allow access	All members of staff will use BSD to record holding incidents	Alan, Alison		Completed	08/10/2013	The Behaviour and Safety of Pupils	
Maximise Communication	To successfully create a referral form and add to T-SHARE to allow all Staff to refer children who are using behaviour to communicate	Form completed and added to T-share. Teachers to refer children who are using behaviour to communicate. Referral form completed, to be added to each pupils file	Alan		In Progress	05/11/2013	The Behaviour and Safety of Pupils	
Maximise Communication	To identify a way of recording action plans and delegating roles and responsibilities within the group	All members of the behaviour team have an area of responsibility that is clearly defined. Hayley—yellow Zofia—green Alison—red Any child that transitions into a new department to refer back to old department	Alan, Alison		In Progress	01/12/2013		
Maximise Communication	To review the delivery process for team teach. To make the planning & organisational process for delivery more school friendly regarding timings	To receive a response from George Mathews about the future of team teach and if possible help plan subsequent sessions. Planning & delivery of team teach sessions will be more school friendly in regard to timings	Alison		In Progress	01/07/2014	The Behaviour and Safety of Pupils	
Maximise Communication	To track all children already on a BMP and to check if any other children need to be added	All members of behaviour team to agree on BMP tracking proforma and to be added to T-share—behaviour	Alan		In Progress	24/12/2013		
Maximise Communication	To inform all teachers of ABC forms and the need to report negative behaviour	All members of staff to use ABC forms and email to Alan and cc all behaviour team members	All teachers		In Progress			
Maximise Communication	To set up the ABC forms in all pupils files and inform all staff in whole school meeting	All members of staff to use ABC forms and email to Alan and cc all behaviour team members	All teachers		In Progress			
Maximise Communication	To establish an in school behaviour team with multi-disciplinary support	School staff are supported in developing a range of relevant behaviour interventions	Alan	1000	Planned	17/07/2014	The Behaviour and Safety of Pupils	Yes

Communication, Language and Literacy

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Communication	Makaton Training for new staff	New staff using Makaton to support learning and general daily activities	Alison		In Progress	24/09/2013		
Maximise Communication	Continue to promote Talking Partners- more staff training Sept 2013 & adapt for possible class activities	For pupils to be able to communicate more confidently in curriculum and social activities	Anne		Planned	27/06/2014	Achievement of Pupils	Yes
Maximise Communication	CLL workshops for parents in September and May	To be attended by a large number of parents, for parents to feel more confident with supporting their child's literacy needs	Anne		Planned	21/03/2013	The schools context	Yes
Maximise Communication	Parents Reading Project for Red 5 Oct – Feb – share with selected classes	All parents to attend initial meeting, and then to support child's work at home and return to school. Pupils' phonic and reading skills and confidence show improvement	Anne		Planned	21/02/2014	Achievement of Pupils	Yes
Maximise Communication	More detailed analysis of reading results to inform resources and planning	To be able to support staff with suitable resources and extend pupils skills. Improvement shown in IEP results and pivot/NC levels	Anne	50	Planned	24/05/2013	Achievement of Pupils	Yes
Maximise Communication	To develop clear outline for writing: pre-writing skills and progression	For staff to use progression chart and to have clear knowledge of next step. Progress to be seen in pupils' pre/writing skills	Anne		Planned	28/02/2013	The Quality of Leadership and Management	Yes
Maximise Communication	To create and implement phonics assessment pack for pupils in gap between Makaton assessment and NFER reading tests.	For staff to have clear progress record for pupils who are using synthetic phonics (not Look and Say). To be able to extend pupils reading & spelling skills. To know which strategies pupils use	Anne		Planner	21/06/2013	The Quality of Leadership and Management	Yes

Creative Development

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Independence	Improve assessment of Creative Development by further developing use of 'Art Progress Books' across the school	<ul style="list-style-type: none"> All classes completing termly piece of work in Art Progress Books, using guidelines given. Teachers using/annotating recording sheet for each piece of work in Art progress books, ensuring consistency Teacher information recorded allows for work to be moderated/levelled more easily Moderation allows teachers to feel more confident in levelling work 	Coordinators		In Progress	16/07/2014	Achievement of Pupils	Yes
	To plan and co-ordinate 'Take One Picture' project across the school	<ul style="list-style-type: none"> Range of cross-curricular activities carried out across school Staff/pupils enthused and motivated by the project Range of skills taught, practised 	Coordinators		Planned	16/07/2014	The Quality of Teaching	Yes
	To audit and develop Art resources and deliver staff training to introduce key skills	<ul style="list-style-type: none"> All staff aware of resources available and able to access them easily Range of new resources available so that key skills in Art can be taught Staff confidence in teaching skills improved Staff motivated to plan new motivating and exciting art activities with their classes 	Coordinators		Planned	16/07/2014	The Quality of Teaching	Yes
	Continue to record progress on Creative/KUW progress records and analyse data at the end of the year	<ul style="list-style-type: none"> All teachers recording assessment levels at beginning and end of the year Moderation sessions have enabled teachers to level work confident and securely Progress records show progress across the last 2 years 	Louise		In Progress	16/07/2014	Achievement of Pupils	Yes
	Plan and deliver an 'International week' in the Spring Term to incorporate elements of Creative Development and KUW	<ul style="list-style-type: none"> Successful International Week delivered—staff and pupils enjoyed the week and feel enthused by the range of creative activities they have undertaken Each class has created a display of creative work related to their chosen country 	Coordinators		Planned	30/03/2014	The Quality of Teaching	Yes
	Continue to run the 'Art Group' for children with Artistic flair	<ul style="list-style-type: none"> Pupils enjoy taking part in the group and have developed their skills/interest/confidence. Children's skills in class show progress Pupils work displayed for the rest of the school, visitors to see 	Coordinators	4000	In Progress	16/07/2014	The Quality of Teaching	Yes

Human/Material Resources

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
School Expansion	CPD will support all staff to deliver a curriculum that is accessible to all and enables all children to progress in their learning	<ul style="list-style-type: none"> All staff will be skilled to deliver high quality teaching & learning All staff will be confident to share their skills both formally and informally with the rest of the staff Senior teachers will have been given opportunities to share their skills with staff from local schools and teaching practice students 	Melanie		Planned	01/07/2014	Achievement of Pupils	Yes
School Expansion	<ul style="list-style-type: none"> Training and Devt plan in place – shared with staff & governors Provide training on IPADS in line with new ICT opportunities for 2014 Provide training on Rebound therapy for key staff in line with new resources school 2014 	<ul style="list-style-type: none"> New resources & environments in the new expansion will be used to good effect due to the staff having the necessary skills to deliver high quality teaching & learning 	Melanie		Planned	01/07/2014	Achievement of Pupils	Yes
School Expansion	Ensuring consistency of standards in recruitment of staff as Phase 2 Expansion develops	Highly motivated staff (teachers, TAs and other staff) are in post as further cohorts of children enter school	Paul Adair		Planned	31/07/2014	The Quality of Leadership and Management	
School Expansion	Presenting cost implications of leadership/teaching/admin & premises/therapeutic growth to Governors and SLT	Clear leadership, admin and therapeutic structures costed and affordable	Sharon		Planned	31/07/2014	The Quality of Leadership & Management	
School Expansion	To ensure Phase 2 expansion meets all the needs of the whole school in terms of facilities and material resources	School has signed off on an excellent building programme with additional resources including swimming pool, hall and redesigned playground	Sharon		In Progress	01/12/2014	The Quality of Leadership & Management	
School Expansion	To promote the school as a centre of excellence for the provision of training to Castlebar staff, students, as well as other staff in the local authority	Successful training programmes will be delivered to a variety of stakeholders. Feedback from participants will be excellent. Courses run will be overprescribed	Melanie		In Progress	31/08/2014	The Quality of Teaching	

Knowledge and Understanding of the World

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
	<ul style="list-style-type: none"> To ensure the Science curriculum has been reviewed in the light of the new national curriculum and that children have the opportunity to access areas specified To ensure staff delivering the Science curriculum are confident in the curriculum areas to be taught and are consistent in their assessments To ensure differentiation in lessons allowing all children to access the learning 		Melanie		Planned		Achievement of Pupils	Yes
	To further develop international links with our school	<ul style="list-style-type: none"> Successful link established with school in South Africa Pupils enthused and motivated by the project and have enhanced their understanding of a distant location Parents and all pupils at Castlebar aware of the link between our schools 	Co-ordinators		In Progress	16/07/2014	Achievement of Pupils	Yes
	Develop a whole school RE curriculum map by identifying links with current topics	<ul style="list-style-type: none"> RE curriculum in place and used to plan activities Resources available for staff to plan/deliver topics RE explicit in planning 	Louise		Planned	16/07/2014	The Quality of Teaching	Yes
	To plan and deliver an 'International Week' during the Spring Term	<ul style="list-style-type: none"> Successful 'International Week' delivered Staff and pupils enthused about the activities Children's understanding of a different country/culture enhanced Children's cultures celebrated and shared Parents have had opportunity to contribute to life of the school and share/celebrate their cultures Displays around school of work based on chosen countries 	Co-ordinators	500	Planned	28/03/2014	Achievement of Pupils	Yes

Mathematical Development

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Independence	To increase parents' skills in supporting and enriching children's learning at home	Workshop provided for parents where skills, resources and strategies are demonstrated. Positive feedback from parents regarding the workshop. On-going dialogue to begin regarding work with their children in MD at home	Peter		In Progress	31/07/2014	Achievement of Pupils	Yes
Maximise Independence	To provide a comprehensive list of ICT resources in the school and to ensure a consistent approach across the school	Comprehensive list of ICT programs for Maths provided. Staff made aware of resources through training. Monitoring of usage through informal discussions, planning, observations and learning walks	Peter		In Progress	31/07/2014	The Quality of Teaching	
Maximise Independence	To increase the impact of ICT on Mathematical learning in U&A, number and SSM	ICT programs on school computers and learning pads effectively matched to learning of the children in each Mathematical strand. Consistent usage of programs	Peter		In Progress	31/07/2014	The Quality of Teaching	
Maximise Independence	To increase progress of children working at or just below level 1	Training attended by all concerned. Programme delivered by TAs. Children made 2-3 PIVATs progress by the end of the programme	Peter		In Progress	31/07/2014	Achievement of Pupils	Yes
Maximise Independence	Raise the achievement of pupils making less than expected progress in Key Stage 1 and 2	Schemes up and running successfully. Staff provided with training and resources to implement the programme. Data analysis each term to monitor progress. 2-3 PIVATs progress by the end of the Summer	Peter		In Progress	31/07/2014	Achievement of Pupils	Yes
Maximise Independence	To allow children to Use and Apply Maths in a fun and enjoyable way	Fun day experienced by all children where U&A skills were evident. Range of exciting and engaging activities provided. Positive feedback from staff and pupils	Peter		Planned	04/04/2014	Achievement of Pupils	Yes

Personal and Social Development

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Independence	To monitor pupils progress across the school for both Independence and Interaction skills and provide further support for children making limited progress	<ul style="list-style-type: none"> • Termly IEP analysis completed across the departments • Support given to children who are not meeting their targets or making limited progress • Children who made limited progress previously begin to make expected progress • Most children make good progress in Interaction and Independence 	Coordinators		In Progress	18/07/2014	Achievement of Pupils	Yes
Maximise Independence	Renew Healthy Schools Status	<ul style="list-style-type: none"> • School will renew Healthy Schools Status • School will achieve Enhanced Healthy Schools Status • Playtimes are engaging for children and behaviour is improved for key children • Healthy lunchtimes are enjoyed by children in school dinners and packed lunch • Parents feel more informed about healthy lifestyle choices and how to implement them into their families • Children are doing more vigorous exercise in school—playtimes, PE, bikes 	Coordinators		In Progress	01/07/2014	The Behaviour and Safety of Pupils	Yes
Maximise Independence	To implement the Healthy Weight Pathway across the school and support teachers to follow appropriately	<ul style="list-style-type: none"> • Children of concern will be identified and be on the pathway • Families will feel supported to make changes towards a healthier lifestyle • Parent workshops delivered with positive feedback • Children will begin to display healthier weights/more energy and become healthier • Weight management records will be complete to inform future teachers of work/progress 	Coordinators		In Progress	01/07/2014	The Behaviour and Safety of Pupils	Yes
Maximise Socialisation	To ensure consistency across the school through PSED focused moderation sessions	<ul style="list-style-type: none"> • Teachers feel confident accessing their individual children for both Independence and Interaction levels • Staff across the school demonstrate a consistent view of what is expected to achieve each PIVAT/description • Any inconsistencies are highlighted and further training is planned to improve staffs knowledge and understanding 	Coordinators		In Progress	18/07/2014	The Quality of Teaching	No
Maximise Socialisation	To further develop the role of the student councillors across the school	<ul style="list-style-type: none"> • Weekly meetings taken place for school council • School councillors have been consulted about changes to the school and have shared their ideas and thoughts • School councillors have developed in confidence and play an active role supporting other children and classes across the school • Half termly news letter sent home containing news and ideas posted by children across the school 	Melanie		In Progress	01/07/2014	The Behaviour and Safety of Pupils	Yes

Physical Development

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Independence	For PD provision to be improved and make effective use of the Sports Premium	<ul style="list-style-type: none"> Teachers feel more confident delivering PE Teachers to feel more confident planning PD opportunities that challenge all pupils to the best of their ability Planning to show differentiation and activities that meet the child's individual need Teachers to use assessment tools to record and evaluate progress 	Emma		In Progress	01/07/2014	The Quality of Teaching	Yes
Maximise Communication	To work with staff, SSP and J&C to support staff so that they are prepared from the NC from Sept 2014	<ul style="list-style-type: none"> Staff are aware that there is a change in the PD national curriculum EmG to provide Inset training on the new PD NC SSP and J&C to provide relevant training to support staff with the theory and practical ideas to support the new NC Staff feel confident to plan for the new PD NC by the end of the year Staff are aware of the main changes and the impact that this will have on our pupils, their planning and requirements as from Sept 2014 	Emma		Planned	31/07/2014		
Maximise Communication	For staff to have an assessment tool that is relevant in assessing and evaluating the progress and development of SEN pupils	<ul style="list-style-type: none"> Cluster meetings will happen to support the development. SSP and J&C will positively contribute The assessment will be designed with SEN pupils in mind that are working within the P levels The assessment programme will compliment the existing progress tracked used in other curriculum areas Staff will feel confident assessing pupils and giving them a working level Staff will use the assessment tool to moderate and level pupils. This will inform evaluations and planning of next steps All pupil will be planned for accordingly and developed to the best of their ability with the area of Physical development Observing teachers using the assessment system Staff feel that they are able to level the children more accurately 	Emma		In Progress	01/09/2014		
Maximise Independence	For sports ambassadors and School council to have a say in / be involved in / lead activities available in the playground, during clubs and lessons	<ul style="list-style-type: none"> For school council to meet regularly and give feedback re sporting activities/events occurring at Castlebar PD Team to attend a school council meeting Sports ambassadors to lead certain activities during sessions/sports day and other sporting events For pupil voice to be heard when organising the playground games rota and after school clubs 	Emma		In Progress	31/07/2014		

Public Sector Equality Duty

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
Maximise Socialisation	Develop a range of enrichment programmes across the curriculum to include PSHE days, world/national awareness days, celebrations and school assemblies	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
Maximise Socialisation	Create awareness of different cultures and traditions through parent involvement in assemblies and workshops	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
School Expansion	Evaluate equality training module provided by Educare to determine success and relevance for school based staff	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
School Expansion	Develop alternative/additional equality training material if needed	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
School Expansion	Roll out training to all current staff	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
School Expansion	Include Equality Training in Staff Induction	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		In Progress	31/08/2013		
Maximise Socialisation	Review equality data and develop actions as required to meet equality objectives	Improved outcomes through analysis of quantitative and qualitative data. Monitored by Leadership team and Governing Body	SMT		Planned	31/08/2013		

The Governing Body

Key Priorities	Target	Success Criteria	Led By	Cost (£)	Status	Due Date	Self-Evaluation Question	Pupil Premium
School Expansion	Presenting a range of options to Governors and SLT regarding further development of leadership and admin structures	<ul style="list-style-type: none"> • Clear senior and middle leader structure in place for expanded school • Roles and responsibilities and lines of accountability shared with all stakeholders 	Paul Adair		Planned	31/07/2014	The Quality of Management	
Maximise Communication	Governors to be trained in the provisions of the Equality Act 2010	A greater understanding of the roles & responsibilities of Governors regarding equality	Mary Delger		Planned	24/10/2013	The Quality of Leadership and Management	
Maximise Communication	To improve contact with parents by attending social events at school	Parents/carers know who key governors are and understand the basic role of the Governing Body	Mary Delger		In Progress	31/07/2014	The Quality of Leadership and Management	
Maximise Communication	To improve governor skills by completing training on safeguarding	Whole Governing Body has up to date safeguarding training including information and training regarding FGM	Mary Delger		Planned	28/02/2014	The Behaviour and Safety of Pupils	
Maximise Communication	To make GB more effective through reconstitution and to create greater flexibility with regards to Governor recruitment	GB reconstituted according to 2012 guidelines and all vacancies filled	Mary Delger		In Progress	28/03/2014	The Quality of Leadership and Management	
Maximise Communication	To improve links with staff/pupils by linking governors with classes	Governors to engage in e-mail and at least 2 visits per year with their class	Mary Delger		In Progress	31/07/2014	The Behaviour and Safety of Pupils	
Maximise Communication	To improve links with staff by meeting SMSAs	SMSAs know who key Governors are and the role of the Governing Body	Mary Delger		Planned	31/07/2014	The Quality of Leadership and Management	
Maximise Communication	To improve contact with parents by using the governors item in the school newsletter	Each monthly newsletter has a relevant piece of information about GB	Mary Delger		In Progress	31/07/2014	The Quality of Leadership and Management	
Maximise Communication	To improve contact with parents by giving information to prospective new governors prior to elections	All parent/carer vacancies on the GB are filled and Governors who are parents/carers are actively contributing to the Governing Body role	Mary Delger		Planned	28/03/2014	The Quality of Leadership and Management	

Maximise Communication	To improve governor skills by a process of self review and audit to identify skills and competencies of GB members	Governors have relevant skills and access training on issues such as finance, safeguarding, health & safety and curriculum	Mary Delger		Planned	31/07/2014	The Quality of Leadership and Management	
Maximise Communication	To make GB more effective by updating terms of reference		Mary Delger		In Progress	31/12/2013	The Quality of Leadership and Management	
Maximise Communication	To make GB more effective by allowing Governors to take responsibility for specific policies		Mary Delger		In Progress	31/07/2014	The Quality of Leadership and Management	



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/University/ARPS
- Outstanding Teacher Programme

Teacher Training

- School Direct – Collaboration with St Marys, Twickenham
- School-centred Initial Teacher Training
 - Brunel University
 - St Marys College
 - Roehampton University
- Strategic partners to St Marys College

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
- Routes into teaching
 - DFE Bursary – Level 4
 - Foundation degree
 - Work based degree

Work Based Training Placements

- Student placement
 - Nursing, psychology, other volunteers
- Apprentices Work Scheme (NVQ2)



- Investors in People Status
- Autism Education Trust (AET)
- Attention Autism



- ELKLAN (Speech & Language)
- First Aid
- Team Teach (Behaviour)

All staff - CPD



- Makaton
- Subject Moderation
- Safeguarding



- Learning Research Projects
- Healthy Schools Status
- Talking Partners



- PECS



Teacher Professional Development

Challenge Partners – school development hub

- Challenge Partners review Nov 12
- Whole school training AET levels 1&2

NQT

- 1 Senior Teacher trained as NQT mentor
- 2 NVT teachers in school

MLDP – middle leadership development programme

- Assistant Head trained and completed facilitator training
- Assistant Head delivered programme as part of Ealing group
- 2 Senior teacher will have completed programme by July 13

Research project – LRP

- 1 T.A – Learning Research Project – Yoga
- 1 Teacher – Learning Research Project

Masters routes- DFE Bursary

- 2 Teachers – Scholarship Fund

Outreach advice to other schools

- Individual Outreach visits
- 2 training sessions – behaviour and accessing the curriculum

Teacher Training

School Direct – Collaboration with St Marys, Twickenham

- 2 students interviewed and selected to start course September 2013

School-centred Initial Teacher Training (SCITT)

- 4 teachers now mentor trained
- Assistant head/revised teacher training standards with Brunel University
- 2 day teacher training at Castlebar for 6 SCITT students
- Student block placements:
 - 2 SCITT (LDBS)
 - 2 SMUC
 - 2 Brunel
 - 1 LSBU

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

- 5 T.A's – moved from scale 6 to 7
- 1 SMSA completed NVQ Level 3 and interviewed and gained Event Link contact

Scale 8 – Higher Level Teaching Assistant – NVQ Level 3/HLTA Standards

- 3 T.A.s to do HLTA standards (Sept 13)

Routes into teaching

- 2 Teachers - DFE Bursary – Level 4
- 3 T.A.s - Foundation degree
- 2 School Direct Students - Work based degree