Hazel Oak School

School Improvement Plan 2017 - 2020 (V.04.18)

Leadership & management

1. Embed the new values in the curriculum and wider school ethos for pupils, staff, governors and parents.	2. Establish a transparent appraisal system that supports personal and professional development and enhances provision across school through close budget links.	3. Enhance stakeholder voice in school matters, building forums for shared agendas within the extended school community, allowing improved provision for families and pupils.	4. Support the development of the role of the Governing Board in school, enhancing accountability of governor and school staff roles.
5. Increase staff development opportunities through effective CPD and peer review opportunities.	6. Ensure the ongoing positive impact of the Teaching School on Hazel Oak School.		

Teaching, learning and assessment

1. Embed a robust assessment system to track progress of all pupils.	2. Improve reading attainment through a broad range of reading and phonics strategies to support improved reading skills across school.	3. Develop and diversify cross-curricular differentiation strategies across the school to ensure all individual learning needs are being met.	4. Create standardised elements of the learning environment to facilitate smooth transition and pupil led learning throughout school.
5. Embed diversity knowledge and understanding throughout the curriculum.	6. Improve the teaching and outcomes of literacy skills throughout the school.	7. Become a national beacon school for SEND Philosophy for Children.	8. Create a total communication school environment.
9. Fully integrate outdoor learning and Forest School into the wider curriculum, enhancing teaching, learning and assessment opportunities for all pupils.	10. Consolidate physical development teaching and learning and track the impact of these strategies.		

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Personal development, behaviour and welfare

1. Embed restorative justice practices across school to support whole school behaviour management for staff and pupils.	2. Consolidate a comprehensive induction process to ensure all short and long term staff adhere to policy and procedure, including safeguarding.	3. Evidence the ongoing impact of HOW team interventions and support for all specific referrals.	

Outcomes

1. Create an alumni to support the facilitation of annual destinations events (e.g. transitions meetings) to promote the variety of bespoke paths through the key stages and into life beyond the school.	2. Streamline and simplify reporting of achievements to families, ensuring the system reflects the learning and curriculum offer in school and incorporates pupil input.	3. Develop a new bespoke curriculum for key stages 4 and 5, making links with Forest Oak to ensure a broadening offer for students.	

Pupil voice - targets chosen by School Council, delivered by reps at leadership meeting.

1. Enable pupils to have a shared responsibility in looking after the school environment, developing their understanding of health and safety in the workplace.	2. Create a wider offer of things to do during break times to keep all pupils engaged with more opportunities to try different activities.		