



Number of pupils on roll (Sep 2024)	243
Gender ratio (Boys:Girls)	197:45
Number of pupils with EHCs	243 (all)

Action	Timescale	Who	Success criteria	Termly Review		
				Autumn	Spring	Summer
<b>Overall effectiveness</b>						
<b>Trial a new model of Professional Development where training, appraisal and T&amp;L monitoring are inter-linked and meaningful to all staff</b>	By Summer 2025	AB CB ARM NS RM Phase Leaders Therapists	<p>Training map bespoke to different cohorts of class-based staff to run alongside the ongoing new starter core QM training</p> <p>Format of training delivery will be adapted depending on the aim of the training (e.g. one-off trainings whose focus is to share key messages/ knowledge; number of trainings on the same topic but following a specific sequence-intro to learning, then practical hands on activities that will include group work to embed the learning into practice)</p> <p>Remove the term formal observations and replace by T&amp;L monitoring focus</p> <p>Staff appraisal to be reviewed and meaningful where observations and coaching activities are based on the</p>			

			<p>targets sets but also in line with training offered</p> <p>Review impact through the staff survey and professional development processes (e.g. PM, T&amp;L monitoring)</p>			
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**Link to action points from SEF 24/25**

- *Launch and measure the impact (through feedback and ongoing T&L monitoring and professional development) of the new professional development/ training map.*
- *Remove formal observations but schedule termly focus for class observations based on the termly professional development/ training focus.*
- *Review and implement a new training system on de-escalation/ crisis management alongside the creation of an Emotional regulation team to model best practice and support for complex crisis.*
- *Include enrichment subject to teacher's professional development to further enhance the embedding of enrichment best practice.*

<p><b>Through the transfer to OAT and the support from the central team, strengthen operational processes (e.g. finances and HR)</b></p>	<p>By Summer 2025</p>	<p>AB NS RA LC Phase Leaders Teachers</p>	<p>Budget holders to track their budget thoroughly and remain within their allocated budget</p> <p>Aymeline to review the school's budget termly with budget holders and with the central team to ensure that expenses cover pupils needs but also remains within the allocated budget</p> <p>As part of the transfer to OAT review the school's staff absence processes so the school's policy is consistently applied.</p> <p>Further strengthen internal recruitment processes: ensure that written feedback is provided when staff has not been successful and then supported through their PD to achieve their goals/ aspirations</p>			
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**Link to action points from SEF 24/25**

- Through the transfer to OAT and the support from the central team, strengthen operational processes (e.g. finances and HR) particularly in the following areas: school's budget, staff absences, conduct and working relationships.
- Further strengthen processes in managing staff absences, grievances/ working relationship issues, career progressions.

**Leadership and management**

<p><b>Design and implement an action plan to improve staff wellbeing at school</b></p>	<p>By Summer 2026</p>	<p>SMMT</p>	<p>Share results and action plan from staff survey 2024</p> <p>Include sessions on conduct, working relationships, bullying, harassment at work in weekly safeguarding briefings schedule</p> <p>Encourage staff to engage with the school's informal (e.g. mediation) and formal processes (e.g. grievance policy, safeguarding) to address concerns/ dissatisfaction</p> <p>Further review performance management/ professional development procedures to further empower team leaders to support and monitor their team's practice (especially for support staff)</p> <p>Explore ways to further professionally develop all cohort of staff post OAT transfer</p> <p>Continue prioritising supervision/ problem solving sessions for staff for EP support (prioritise a different cohort of staff this academic year)</p> <p>Explore additional supervision opportunities (on top of EP and Connect Ed) post OAT transfer</p>			
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**Link to action points from SEF 24/25**

- Share results and action plan from the more recent wellbeing staff survey
- Further strengthen processes in managing staff absences, grievances/ working relationship issues, career progressions.
- As part of the transition to OAT, leaders to explore additional wellbeing support as well as improvement of the school's environment to create a more positive working environment for staff and for pupils.

<p><b>Strengthen the school's attendance monitoring processes in line with statutory requirements</b></p>	<p>By Summer 2026</p>	<p>NS SMMT Admin</p>	<p>Learn and adapt OAT's processes to record and monitor pupils' attendance Develop a monitoring document in which the attendance of students who are persistently absent is scrutinised (e.g. barrier to attendance identified, support offered included as well as measure of their impact).</p> <p>Liaise with H&amp;F's attendance lead to quality assure the school's attendance processes</p>			
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**Link to action points from SEF 24/25**

- Adapt OAT's attendance monitoring systems to ensure that pupils who are persistently absent are monitored (e.g. barrier to attendance identified, corresponding supports and measure impact of those supports).

**Quality of Education**

<p><b>Explore SEN curriculums to buy in/ adapt and assessment platforms to streamline the school's processes in T&amp;L and support reducing Teachers workload</b></p>	<p>By Summer 2026</p>	<p>AB EB RM SMMT</p>	<p>SMMT to agree on important criteria that would make a suitable curriculum/ assessment package to buy in</p> <p>Emily and Reece to visit other SEN schools, meet with curriculum and assessment providers but also seek advice/ support from OAT's central team</p> <p>2-3 curriculum and assessment providers to be shortlisted and presented to SMMT initially and then possibly to Teachers</p>			
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			Implementation plan to be completed and presented to teachers			
<b>Link to action points from SEF 24/25</b> <ul style="list-style-type: none"> <li>Leadership team to visit other schools to explore different curriculums to buy in and identify one to implement at Queensmill.</li> <li>Leadership team to explore other assessment model and/ or the use of technology to further streamline and adapt assessment processes at Queensmill</li> </ul>						
<b>Continue developing the curriculum and Teachers knowledge in the different subjects</b>	Summer term 2025	SMMT Therapists	<p>Review new Teachers and Teachers' training/ PD as part of the overall review (see first action in overall effectiveness section) ensuring it balances autism specific approaches with curriculum/ subject knowledge</p> <p>Share the PFA curriculum (ASDAN included) with Teachers through the school's training plan and gather feedback through the annual teachers' survey.</p> <p>Complete long-term plans for FPQRB and Q4 and have an adapted curriculum (based on the mainstream one) for at least one core subject at the resource bases (by the end of Summer 2025) and then all core subjects.</p>			
<b>Link to action points from SEF 24/25</b> <ul style="list-style-type: none"> <li>Complete long-term plans for FPQRB and Q4 and have an adapted curriculum (based on the mainstream one) for at least one core subject at the resource bases.</li> <li>Launch and measure the impact (through feedback and ongoing T&amp;L monitoring and professional development) of the new professional development/ training map.</li> <li>Remove formal observations but schedule termly focus for class observations based on the termly professional development/ training focus.</li> </ul>						
<b>Behaviour and attitudes</b>						
<b>Further development practice and expertise in supporting students with complex sensory/</b>	Summer 2025	AB CB NS RA	Emotional Regulation support (ERS) team implementation (from 1 <sup>st</sup> of October 2024), starting with introduction at briefing			

<p><b>emotional regulation needs</b></p>		<p>OT</p>	<p>Review of the ERS team implementation in Summer 2025 confirm or review current structure</p> <p>Roll out the new Team Teach training processes ensuring that staff receives relevant formal training</p> <p>Annual Spring term focus on de-escalation for staff PD to reiterate key messages, encourage reflective practice and support staff wellbeing</p> <p>Measure the positive impact on pupils who have joined the additional two hub classes (e.g. Bakerloo and Earth) through pupils' annual reviews and CPOMS data</p>			
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**Link to action points from SEF 24/25**

- Review and implement a new training system on de-escalation/ crisis management alongside the creation of an Emotional regulation team to model best practice and support for complex crisis.*
- As part of the transition to OAT, leaders to explore additional wellbeing support as well as improvement of the school's environment to create a more positive working environment for staff and for pupils.*

**Personal development**

<p><b>Review and create a new model for the school's enrichment curriculum offer</b></p>	<p>Summer 2025</p>	<p>AB RA Enrichment Teachers</p>	<p>Current partnerships with external enrichment partners are maintained</p> <p>Enrichment curriculum maps and corresponding provision and staffing structure is completed</p> <p>Best practice is shared with Teachers through the school's professional development package (e.g Teacher training)</p>			
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**Link to action points from SEF 24/25**

- Continue developing partnerships with external professionals to maintain cultural and physical activities opportunities for our CYP but also develop work experiences.
- Include enrichment subject to teacher’s professional development to further enhance the embedding of enrichment best practice.
- Review enrichment provision and delivery to create a financially sustainable model which continues to provide the crucial provision and deliver crucial aspects of the school’s curriculum.

<b>Further implement RSHE and PFA curriculum maps</b>	Summer 2025	RM JH LC	<p>Include sessions on RSHE and PFA in Teachers’ professional development/ training map.</p> <p>Positive feedback from Teacher through annual staff survey</p> <p>RSHE and PFA focus for T&amp;L monitoring in Summer term</p>			
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**Link to action points from SEF 24/25**

Implement the new PSHE curriculum and map and evaluate its effectiveness.  
Continue developing the SRE aspect of PSHE including aspects of the training delivered in Summer 2023.

**Assessment of progress:**

	Limited to no progress was made or need to reprioritise
	Some progress was made but further work/ actions are needed
	Action is completed

**Suggestions for SIP 25/26**

- Adapt school’s priority post OAT transfer to be in line with OAT’s overall priorities
- Identify long term development in all areas
- Continue developing the curriculum and other planning supports

- Within OAT explore further expansion and potential creation of clinical and therapeutic mental health service as part of the therapeutic offer on a similar delivery model as OT and SALT