

**CORLEY CENTRE: SCHOOL IMPROVEMENT FRAMEWORK 2018 – 2021**

ACHIEVE & ATTAIN	PERSONAL DEVELOPMENT & WELL BEING	COMMUNITY & CURRICULUM	PROFESSIONAL DEVELOPMENT & RESEARCH
<p><i>...develop self-confident, independent and motivated learners who strive to reach aspirational goals</i></p> <p><i>... celebrate achievement at all levels, recognising students as individuals</i></p>	<p><i>Students are guided towards independence and a deeper understanding of the world in which they live</i></p> <p><i>...support our students in developing and maintaining positive relationships, promoting an understanding of their own and others' well-being</i></p>	<p><i>... a safe and supportive learning environment, enabling students to reach their academic and personal potential</i></p> <p><i>Our challenging and varied curriculum provides opportunities for individual learning both inside and outside the classroom, along with links to vocational experiences and the wider community</i></p>	<p><i>Further develop the use of research and collaborative working to enable us to provide an enhanced educational setting which meets the needs of children with autism</i></p>
<p><b>A1</b></p> <p>Embed outstanding teaching, ensuring that all students maximise their learning potential <b>(NB/KF/MLT)</b></p> <ol style="list-style-type: none"> <li>I. Embed a shared classroom pedagogy that enhances students' learning opportunities and embeds creativity in every classroom</li> <li>II. Ensure that careful planning addresses all students' needs, challenging and extending the more able through targeted differentiation</li> <li>III. Further develop the capacity of subject-based support staff to improve student outcomes</li> <li>IV. Embed Learning Outside the Classroom opportunities across the full curriculum</li> </ol>	<p><b>B1</b></p> <p>Maintain outstanding pastoral support, ensuring that all students maximise their personal potential <b>(MW)</b></p> <ol style="list-style-type: none"> <li>I. Enhance the roles of Mentors, SST and Senior Links within Stages of Pastoral Support to ensure full impact on student well-being and progress</li> <li>II. Redesign the Year 11 Mentor Programme to ensure positive impact on student outcomes <b>(NB/KF)</b></li> <li>III. Continue the improving trend in attendance and exclusion rates</li> <li>IV. Ensure the school environment maximises the learning potential of all students <b>(SH)</b></li> <li>V. Embed processes for identifying students' progress over time <b>(LB)</b></li> </ol>	<p><b>C1</b></p> <p>Further develop links with parents and carers, our wider community and local businesses to foster joint partnerships for the benefit of our students <b>(LB)</b></p> <ol style="list-style-type: none"> <li>I. Continue to promote Friends of Corley Centre to impact on students and families</li> <li>II. Continue to develop the website as a resource for students, staff, families and professionals <b>(MJW)</b></li> <li>III. Engage parents in supporting their children with learning and exam preparation <b>(NB/MLT/SST)</b></li> <li>IV. Further develop links with businesses through the Enterprise Advisor Network <b>(SH)</b></li> </ol>	<p><b>D1</b></p> <p>Further develop ways in which Corley Centre can provide an autism outreach service to support the needs of children and young people across Coventry and the surrounding areas <b>(LB/SH)</b></p> <ol style="list-style-type: none"> <li>I. Discuss the potential for a school-based outreach service with Coventry LA</li> <li>II. Identify opportunities for supporting individual schools</li> <li>III. Further develop the range of in-house training opportunities for external partners to develop their own practice <b>(SH)</b></li> </ol>
<p><b>A2</b></p> <p>Ensure that the vast majority of students make or exceed expected progress <b>(SH/NB/KF/MLT)</b></p> <ol style="list-style-type: none"> <li>I. Embed rigorous internal and external moderation procedures to ensure secure assessment <b>(LA)</b></li> <li>II. Ensure underachievement is addressed through monitoring and attainment gaps are closed for individuals and identified groups</li> <li>III. Ensure parity of attainment across the core subjects at the end of KS4</li> <li>IV. Ensure that curriculum and accreditation pathways meet the full range of needs of present and future learners</li> <li>V. Involve all stakeholders in increasing students' engagement in homework and revision to maximise GCSE readiness <b>(NB/CB)</b></li> </ol>	<p><b>B2</b></p> <p>Embed opportunities across all areas of the curriculum, which enhance students' spiritual, moral, social and cultural development and wellbeing <b>(MW)</b></p> <ol style="list-style-type: none"> <li>I. Measure the impact of SMSC and British Values opportunities provided through the Mentor Programme</li> <li>II. Identify and address gaps in SMSC provision within the pastoral and academic curricula <b>(MW/NB)</b></li> <li>III. Ensure that Schemes of Learning consistently provide opportunities for SMSC development <b>(NB/CURRICULUM AND SUBJECT LEADERS)</b></li> <li>IV. Review and evaluate students' role in whole school self-evaluation and improvement planning through the Barazas</li> </ol>	<p><b>C2</b></p> <p>Develop the school as a learning resource for families and professionals <b>(SLT)</b></p> <ol style="list-style-type: none"> <li>I. Further develop links with Warwick University to promote the school as a provider of Initial Teacher Training <b>(SH)</b></li> <li>II. Further develop the school's role as a Teaching Schools' Alliance Strategic Partner <b>(LB)</b></li> <li>III. Develop the role of SLE through the Teaching Schools' Alliance <b>(MW)</b></li> <li>IV. Further develop in-house training opportunities for external partners to develop their own practice <b>(SH)</b></li> <li>V. Further develop the school's offer within the Teaching Schools' Alliance CPD Programme</li> </ol>	<p><b>D2</b></p> <p>Enhance Performance Management arrangements to ensure that all staff have access to the most effective support, training and development <b>(LB/GOVERNORS)</b></p> <ol style="list-style-type: none"> <li>I. Further develop staff potential to deliver in-house and external training</li> <li>II. Further develop Governor training programme to facilitate rigorous monitoring</li> <li>III. Review Induction Programme for newly appointed staff and feed into recruitment processes <b>(SH)</b></li> <li>IV. Review recruitment procedures to continue to ensure high quality appointments</li> <li>V. Revise Performance Management processes for School Business Team</li> </ol>
<p><b>A3</b></p> <p>Continue to improve standards in Literacy, Numeracy and the Personal, Learning and Thinking Skills to impact on student outcomes <b>(NB/KF/MLT)</b></p> <ol style="list-style-type: none"> <li>I. Embed Accelerated Reader as part of a whole school reading culture <b>(NB/KF)</b></li> <li>II. Improve the quality of Numeracy teaching across all subjects <b>(JP)</b></li> <li>III. Enhance the use of PLTS across the curriculum to improve students' independent learning and study skills</li> </ol>	<p><b>B3</b></p> <p>Investigate opportunities for extending the school's provision to meet the needs of a wider range of students <b>(LB)</b></p> <ol style="list-style-type: none"> <li>I. Continue to discuss opportunities with the Local Authority</li> <li>II. Consider alternative avenues for developing extended provision</li> </ol>	<p><b>C3</b></p> <p>Maximise the potential of our premises as a safe, stimulating learning environment <b>(MW/MJW)</b></p> <ol style="list-style-type: none"> <li>I. Develop a strategic plan for the use of unoccupied spaces</li> <li>II. Ensure all areas of the buildings and premises are fit for purpose and maximise learning opportunities for students</li> <li>III. Provide support for staff in maximising the potential of their teaching environment</li> </ol>	<p><b>D3</b></p> <p>Further develop coaching as a means of sharing good practice and developing collaborative cultures <b>(KF)</b></p> <ol style="list-style-type: none"> <li>I. Further develop staff skills through focussed training on coaching</li> <li>II. Provide opportunities for staff to support the development of others through coaching</li> <li>III. Embed an 'Open Doors' culture across all curriculum areas</li> </ol>
<p><b>A4</b></p> <p>Ensure quality Post 16 provision where all students maximise their learning potential and progress to meaningful destinations <b>(SLT/MLT)</b></p> <ol style="list-style-type: none"> <li>I. Investigate Supported Internships as an addition to the Work Experience Programme <b>(MW)</b></li> <li>II. Ensure that curriculum and accreditation pathways meet the full range of needs of present and future learners <b>(NB)</b></li> <li>III. Investigate the introduction of the National Citizenship Award to the curriculum <b>(SH)</b></li> </ol>	<p><b>B4</b></p> <p>Ensure outstanding SEND provision for all students <b>(SH/SST)</b></p> <ol style="list-style-type: none"> <li>I. Embed the use of Sensory Profiles and Provision Map to ensure that each student's special educational needs are fully understood and met</li> <li>II. Enhance the use of the Learning Environment Standards to maintain high standards across all areas of the school</li> <li>III. Continue to embed Approach to Learning Grades as a means of targeting support for individual students</li> </ol>	<p><b>C4</b></p> <p>Further develop existing links with other schools to deepen external collaborative cultures <b>(LB/GOVERNORS)</b></p> <ol style="list-style-type: none"> <li>I. Further develop school's role within the Special Schools' Network to enhance access for students to the Creative and Performing Arts <b>(CB)</b></li> <li>II. Investigate best practice in autism provision within the UK</li> <li>III. Develop international links to enhance learning opportunities for students and staff</li> </ol> <p>Investigate academisation as a means of improving outcomes for students</p>	<p><b>D4</b></p> <p>Embed whole school self-evaluation systems <b>(LB)</b></p> <ol style="list-style-type: none"> <li>I. Evaluate the impact of the Student Baraza on student outcomes <b>(MW)</b></li> <li>II. Evaluate the effectiveness of Curriculum Improvement Planning and ensure it impacts on student outcomes <b>(NB)</b></li> <li>III. Continue to widen stakeholders' involvement in whole school self-evaluation</li> <li>IV. Enhance the capacity of the Governing Body to impact on student outcomes</li> </ol>
<p><b>A5</b></p> <p>Continue to provide additional student support for identified needs, which enables students to maximise their personal and learning potential <b>(MW/SH/SST)</b></p> <ol style="list-style-type: none"> <li>I. Continue to develop the provision as a safe, nurturing environment to support and challenge all students to succeed</li> <li>II. Embed individual programmes of learning and support for identified students that enable them to make at least expected progress</li> <li>III. Embed a programme of lessons, interventions and therapies to meet the changing needs of individuals and groups of students</li> <li>IV. Embed systems to monitor, track and evaluate the effectiveness of the provision</li> </ol>	<p><b>B5</b></p> <p>Ensure that all students and staff have access to opportunities to develop their leadership abilities and aspirations <b>(LB)</b></p> <ol style="list-style-type: none"> <li>I. Continue to develop MLT and SST to ensure maximum impact on student outcomes <b>(MW/SH/NB/KF)</b></li> <li>II. Embed the roles of Student Leaders <b>(MW)</b></li> <li>III. Continue to develop Leadership opportunities for staff, including training</li> <li>IV. Seek further opportunities within the Teaching Schools' Alliance for staff to develop leadership potential</li> </ol>	<p><b>C5</b></p> <p>Enhance the capacity of each subject to meet the academic and personal needs and aspirations of all students <b>(CURRICULUM/SUBJECT LEADERS)</b></p> <ol style="list-style-type: none"> <li>I. Ensure that all Schemes of Learning meet the Guiding Principles</li> <li>II. Embed subject-specific study and revision skills from Year 7 to fully prepare KS4 and Post 16 students for external accreditation</li> <li>III. Increase the percentage of students exceeding expected progress</li> <li>IV. Ensure accurate and regular monitoring, including internal and external moderation to identify progress within Thresholds and ensure consistency of assessment</li> <li>V. Develop the teaching role of subject-based support staff, especially around exam and curriculum requirements</li> </ol>	<p><b>D5</b></p> <p>Further improve provision and outcomes through engagement in evidence-based research opportunities with universities <b>(SH)</b></p> <ol style="list-style-type: none"> <li>I. Further develop links with university-based research to impact on student outcomes</li> <li>II. Continue to seek opportunities to promote staff development through involvement in action-research</li> <li>III. Empower students and families through direct involvement in action-research</li> <li>IV. Share research findings with all stakeholders and the wider educational community to inform best practice</li> <li>V. Embed the CPD Newsletter as a means of sharing research findings and developing whole school practice</li> </ol>
<p><b>A6</b></p> <p>Ensure that funding, including additional funding for disadvantaged students, is allocated with maximum impact <b>(SLT/MLT)</b></p> <ol style="list-style-type: none"> <li>I. Review and evaluate Pupil Premium Strategy <b>(LB)</b></li> <li>II. Embed the Provision Map to enable all staff to provide targeted, personalised support <b>(SH/MJW)</b></li> <li>III. Continue to identify additional funding opportunities <b>(MJW)</b></li> </ol>	<p><b>B6</b></p> <p>Ensure that Safeguarding and the emotional health and well-being of students and staff remain central to the school's values <b>(MW)</b></p> <ol style="list-style-type: none"> <li>I. Maintain the highest standards of Safeguarding practice</li> <li>II. Implement a revised Mental Health Strategy in liaison with the LA, MIND and CAMHS</li> <li>III. Monitor and evaluate staff workload</li> </ol>	<p><b>C6</b></p> <p>Ensure that students' needs are understood and addressed at all stages of transition <b>(SH/LK)</b></p> <ol style="list-style-type: none"> <li>I. Create a clear Transition Curriculum throughout Year 7 to establish the foundations for all students to become Secondary Ready <b>(LK)</b></li> <li>II. Extend curriculum links at primary transfer stage <b>(LK)</b></li> <li>III. Evaluate and review transition programme at secondary transfer stage</li> </ol>	<p><b>D6</b></p> <p>Ensure high quality autism education across all areas of the school <b>(SH/SST)</b></p> <ol style="list-style-type: none"> <li>I. Enhance Autism Accreditation Award to Advanced Level</li> <li>II. Embed the use of the Provision Map to enable all staff to provide targeted, personalised support</li> <li>III. Develop students' involvement in the monitoring of the Learning Environment</li> </ol>