

Priority Area 1: Quality of Education			
Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To consolidate the use of 'Earwig' throughout the school and within the wider parent and carer community	<ul style="list-style-type: none"> • Monitor and evaluate the use of the Earwig Assessment package, refining any problems with the newly added curriculum assessment frameworks • Open the use of Earwig to families to enable them to follow their pupils learning journey in school • Curriculum Lead to provide parents with a 'How to Guide' to accessing Earwig at home • Provide staff with appropriate training to ensure that Earwig external and internal records are of the highest quality • Ensure that Winstrada Rebound Therapy and Gymnastics assessment schemes are made available on Earwig for staff to use • Upload the TITAN scheme assessment criteria onto Earwig as well as The Clare School 'White' TITAN assessment • Upload swimming assessment criteria to Earwig once refined • Upload WJEC coursework schemes on to Earwig – Science and Maths initially • Upload new RSHE assessment criteria to Earwig 	Curriculum Lead ICT Manager	

	<ul style="list-style-type: none"> • Trial the use of Earwig to record evidence towards EHCP/LSP outcomes 		
To further develop and refine The Clare School accreditation offer for pupils	<ul style="list-style-type: none"> • Curriculum Lead to link accreditation opportunities to the curriculum in order to ensure that all pupils in Key Stages 4 and 5 are offered the chance to obtain recognised accreditation in a wide range of subjects at a wide range of levels • Develop the Clare School 'White' Travel Independence Programme alongside the current Norfolk TITAN programme • Implement the use of the Winstrada Gymnastics qualifications for appropriate pupils • Refine the Clare School Swimming Assessment package to demonstrate progress during swimming sessions • New OCR units to be delivered to formal pupils in Sixth Form 	Curriculum Lead Teaching Staff PE Lead Sixth Form Lead	
To review and refine the recently implemented RSHE Curriculum	<ul style="list-style-type: none"> • Update the RSE and Health Education Assessment criteria to reflect the change in curriculum ensure that pupils are able to make progress at a level that is suitable for their needs. • Ensure that the new statutory elements of the Relationships and Sex Education (RSE) and health education curriculum are embedded into RSHE lessons in way that is suitable for the cohort of pupils at The Clare School 	PSHE Leads	

	<ul style="list-style-type: none"> • Ensure that a whole school (or individual class) RSHE provision map is constructed in order to demonstrate what is being taught to the pupils at The Clare School • Appoint two new RSHE Subject leaders reflecting the importance of this subject area at The Clare School • Ensure that key staff have received high quality professional development/training in order to develop their own confidence, knowledge and skills in teaching RSHE • Work towards gaining the national 'Healthy Schools Award' • Ensure that all RSHE related activities taking place around the school are recorded as such on the Earwig system 		
<p>To ensure that the pupils are taught how to stay safe online and are taught ICT skills for life</p>	<ul style="list-style-type: none"> • Evaluate The Clare School online safety curriculum in line with current KCSIE Advice and Guidelines, ensuring it will meet the needs of all pupils • Continue to provide opportunities to gain online safety accreditation for pupils as appropriate • Investigate ICT accreditation and online safety accreditation for pupils (other than ASDAN TI) • Continue to develop and refine the use of switch technology to ensure that all pupils are able to participate in ICT lessons • 360° Online Safety Audit to be completed and then actions undertaken to achieve the 360° Certificate of Progress 	<p>Curriculum Lead Safeguarding Lead ICT Manager Teaching Staff</p>	

	<ul style="list-style-type: none"> • Gain 360° Online Safety Mark 		
<p>To support all pupils to develop communication skills for independence</p>	<ul style="list-style-type: none"> • Develop a wider in-school 'Communication Support Team' of staff who are specifically trained to support pupils with their communication skills. Ensure that this information is available to all staff so they may seek help, advice and support from these highly trained members of staff as needed • Expand the 'Communication Team' to include a member of staff to support pupils with switch use, communication aids and low-tech communication, such as symbols and e-Tran frames • Provide further Eyegaze training to staff to increase confidence in using augmented assistive technology • Increase the number of staff who are able to offer communication support to pupils (BTEC HI /VI Awards, Level 4 SLCN Qualification, Cache Level 3 Supporting Children and Young People's Communication, Communication Champions, BSL signing etc) • Undertake Intensive Interaction Training for all pre-formal staff • Undertake Intervenor Training for key staff • Undertake TACPAC training for pre-formal staff • SALT team to deliver 'Attention Autism' Training Level 1 and 2 to key classes 	<p>Headteacher Communication Team Support Staff Lead</p>	

To ensure that teaching remains consistently Good or Outstanding across the whole school	<ul style="list-style-type: none"> Regular learning walks to be undertaken by all members of SLT and ELT with clear actions for improvement documented where necessary 	SLT	
To ensure that pupils are offered a high-quality arts, creativity and music curriculum	<ul style="list-style-type: none"> Gain the Artsmark Quality Award to recognise that pupils are being given opportunities to experience high quality arts, creativity and culture teaching Deliver the Arts Award (Discover/Explore/Bronze) accreditation to pupils in Key Stage 4 and Sixth Form Deliver the Trinity College 'Sounds of Intent' range of certificates and awards in music sessions Organise an annual art exhibition to display pupil's work for parents/carers Organise art or music workshops/trips/sessions for pupils (e.g. Visits to exhibitions, visiting music groups) to expand the opportunities for pupils to encounter these 	Art Lead Music Lead	
To ensure that our curriculum intent and implementation are embedded securely and	<ul style="list-style-type: none"> Subject leaders to ensure that their subjects are being taught to a Good or Outstanding standard across the whole school as appropriate 	Subject Leaders EYFS Lead Sixth Form Lead	

<p>consistently across the school.</p>	<ul style="list-style-type: none"> • Subject leaders to ensure that there is a broad coverage of their subject across all key stages as appropriate • Subject leaders to ensure that they can demonstrate progression in their subject area throughout the school as appropriate • Subject leaders to offer coaching and support for non-specialist colleagues as necessary to ensure standards remain Good or Outstanding • EYFS and Sixth Form Leads to ensure that teachers within their departments are consistently teaching to a Good or Outstanding standard • Devise a curriculum guide document that clearly shows and demonstrates what The Clare School curriculum is, the progress that is made across all key stages, the breadth of curriculum studied, the accreditation on offer and how our pupils are supported to make progress during their time at The Clare School • Ensure that the newly written Pre-Formal Assessment Framework is refined as necessary and can demonstrate progress for all pupils • Ensure that all staff have a firm understanding of The Clare School curriculum, its intent and what it means in practice • Staff ensure that they create a classroom environment that is welcoming, focusses on learning and that the resources and materials that are used are of high quality 		
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	<p>and reflects The Clare Schools' ambitious intentions for all its pupils</p> <ul style="list-style-type: none"> • All teachers and staff to ensure that they use the Earwig assessment system regularly to record progress and achievements and that this information informs future planning • Embed the school vision and values throughout planning documentation • Subject/Area Leaders have an updated SEF/Development plan 		
<p>To embed a love of reading, stories, rhyme, poetry and literature throughout the school</p>	<ul style="list-style-type: none"> • Embed a whole school phonics programme, including training and obtaining supporting materials to support pupils with their early communication and reading skills • Ensure that staff are trained to competently deliver phonics sessions to a high standard • Ensure that reading books connect to early phonics knowledge as pupils learn to read • Ensure that pupils who are able to read, do so regularly and that this is recorded • Help support staff develop questioning skills to promote comprehension of reading with pupils as appropriate • Ensure that all pre-formal and semi-formal pupils are exposed to a rich experience of story-telling activities, signed stories and sensory story sessions and a love of literacy is promoted • Ensure that 'National Days' are observed to promote literacy across the whole school 	<p>English Lead Curriculum Lead</p>	

	<p>and the wider school community (World Book Day, Roald Dahl Day, National Poetry Day etc)</p> <ul style="list-style-type: none"> • Organise for external visitors to share their love of reading/literature with the pupils – e.g. story tellers, 'Bookbugs and Dragontails' visits • Hold a reading scheme book amnesty prior to buying a new scheme compatible with RWI phonics • Create a space for reading schemes, sensory stories and other resources to be centrally held and accessible for all pupils • To use the RWI Phonics small step tracker on Earwig to monitor pupil progress and achievement 		
To encourage home learning activities and opportunities for all pupils	<ul style="list-style-type: none"> • Add a section to LSP paperwork offering ideas for parents to support learning at home • Send out termly curriculum maps for parents and carers and accompany these with home learning opportunities 	Curriculum Lead	
To embed outdoor learning opportunities throughout the curriculum	<ul style="list-style-type: none"> • Appoint an outdoor learning lead to drive outdoor learning forward • Undertake a scrutiny of current outdoor learning taking place • Identify any training needs/potential courses that could be undertaken to increase staff knowledge, understanding and confidence 		

	<ul style="list-style-type: none"> • Work together with teaching staff and pupils to gain the Optimus Outdoor Learning Silver Impact Award • Ensure that outdoor learning is being 'tagged' on Earwig • Enhance the physical outdoor space to support the facilitation of outdoor learning activities 		
<p>To 'Celebrate Success' as often as possible</p>	<ul style="list-style-type: none"> • Ensure that the school newsletter 'Success Express' is published on a monthly basis and is refined/improved as necessary to enable parents and carers to know what is happening in their child's class • Success Express to be expanded to show how The Clare School is meeting its core 'Values' • Distribute weekly 'Headteacher's Certificates' to pupils to recognise small step progress • Use school social media to show off pupil achievements as often as possible/when appropriate parental permissions are in place 	<p>Curriculum Lead Headteacher</p>	
<p>Impact Statement:</p>			

Priority Area 2: Behaviour and Attitudes			
Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To ensure that pupils are given opportunities to have their views heard	<ul style="list-style-type: none"> • Pupil Voice representatives will be given regular opportunities to meet with the Headteacher and SLT to feedback their views and hold the school leadership to account • Ensure that pupil views are always sought as part of their EHCP review paperwork • Ensure that an annual pupil feedback survey is undertaken, and any actions are identified and acted upon as appropriate 	Headteacher Pupil Voice Leads	
To actively support pupil mental health and wellbeing	<ul style="list-style-type: none"> • Embed the newly trained Emotional Literacy Support Assistants (ELSAs) throughout the school and ensure that robust supervision is in place as required by the qualification • Gain the Carnegie Leeds Beckett Mental Health Award in order to evidence the work that is being undertaken in school to support pupil mental health and wellbeing • Gain the Optimus Impact Award for Staff Mental Health and Wellbeing to evidence the work that is being undertaken in school to support staff mental health and wellbeing • Train further members of staff to become CYP Mental Health First Aiders/CYP Mental Health Champions • Raise awareness amongst the staffing team about the effects that children's experiences 	Headteacher STEPS Tutors Safeguarding Lead ELSA Team Support Staff Lead	

	<p>have on their mental health, behaviour and education</p> <ul style="list-style-type: none"> • Ensure that Risk Management Plans (RMPs) are reviewed on a termly basis (or before if necessary) with all involved parties, evaluating positive progress and amending any plans which are not working as effectively as desired • To train three further STEP On Instructors in order to support pupil behaviour throughout the whole school 		
<p>To offer Music Therapy as part of the wider pastoral support on offer to pupils</p>	<ul style="list-style-type: none"> • Employ a part time Music Therapist to work within school • Organise a suitable room for therapy to take place • Purchase appropriate equipment as required • Organise a referral process for music therapy • Assess the impact of Music Therapy to measure the benefits of music therapy to pupils 	<p>Headteacher Curriculum Lead</p>	
<p>To monitor pupil attendance carefully and ensure appropriate provision is in place for pupils who are missing education on a long-term basis</p>	<ul style="list-style-type: none"> • Ensure that all pupil absence is recorded correctly, accurately and appropriately and any pupils missing school are followed up in a timely manner on a daily basis and evidence of absence questioned/sought when necessary • Ensure that pupils who are away from school long term during the winter months due to medical needs have letters of support from the paediatric consultant team 	<p>Headteacher Safeguarding Lead Office Staff Nurture Staff</p>	

	<ul style="list-style-type: none"> • Undertake weekly monitoring and reviews of pupil attendance, recording actions on CPOMS as necessary • Class staff to ensure that they undertake at least twice weekly keeping in touch emails/phone calls with pupils who are away from school due to illness/medical conditions • Take the necessary steps to encourage high attendance, working with parents and carers to develop a mutual understanding of the new Government Guidelines for pupil attendance at school • Update the Attendance Policy in line with new Government Guidance from September 2022, with a view to such guidance becoming statutory in September 2023 • Continue to reward high pupil and staff attendance through the use of certificates and badges and celebration on social media • Further develop the Clare at Home outreach provision to include online learning activities/online lessons/work offered and home learning packs delivered to home for pupils who are unable to attend school for health/medical reasons 		
<p>Impact Statement:</p>			

Priority Area 3: Personal Development

Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To ensure that pupils are able to develop their independence skills to their maximum potential	<ul style="list-style-type: none"> Formally construct The Clare School 'Independence and Life Skills' Curriculum, providing all pupils the opportunity to develop their independence skills in a wide range of situations 	Teaching Staff Curriculum Lead Sixth Form Lead Support Staff Lead	
To ensure that pupils are given the maximum opportunity to develop healthy lifestyles	<ul style="list-style-type: none"> PPSA staff to consistently use Earwig to record postural management sessions for all pupils Develop the use of meal-time mats and lunch time targets for developing independence in self-feeding Implement the MOVE programme throughout the school in order to support pupil physical development in conjunction with their individual physiotherapy and postural management programmes Offer regular hand, arm, leg and foot massage to pupils as part of their curriculum by suitably trained members of the staff Massage staff to record on Earwig when massage has been undertaken Assess the impact of massage on pupil wellbeing – how do we know it is beneficial? Gain the afPE (Association for Physical Education) Quality Mark for Physical Education to demonstrate that all pupils are offered access to high quality PE teaching activities 	Support Staff Lead Curriculum Lead PE Lead PPSA Team PPSA Leads	

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	<ul style="list-style-type: none"> • Investigate the use of swim pants during swimming sessions • Support pupils to understand the importance of healthy eating, developing a healthy lifestyle, keeping physically healthy and mentally healthy in an age and developmentally appropriate manner across all ages and classes 		
To support pupils to make a contribution to their wider community	<ul style="list-style-type: none"> • Continue to support the Eco Schools Committee to make a positive impact on the school environment following gaining a Green Flag with Distinction • Eco Committee to formulate another action plan to continue the work that they have started • Work towards Norfolk Silver 'Reduce Single Use Award' • Work towards gaining 'Fair Trade' status • Gain 'Plastic Clever School' status • Gain Optimus Impact Award for Pupil Wellbeing 	Eco Leads Pupil Voice Leads Humanities Lead	
To further refine the Nurture Provision	<ul style="list-style-type: none"> • To develop a system to record the impact of Nurture Provision. How are we measuring progress and the impact of the provision? • For staff to undertake bereavement training in order to support specific pupils • For Nurture staff to provide online sessions as appropriate for pupils who are away from school on a long-term basis 	Safeguarding Lead Nurture Team	

	<ul style="list-style-type: none"> • Nurture team to further develop 'home learning boxes' for pupils to use who are away from school on a long-term basis 		
To provide a rich set of extra-curricular experiences for all pupils	<ul style="list-style-type: none"> • Offer a wide range of extra-curricular lunch time activities to pupils • Ensure that pupil views are sought and that they are given the opportunity to request what lunch time activities are made available to them • Re-start a range of residential activities for pupils following the Covid pandemic (Primary Pupil Sleepovers, Eaton Vale activity residential etc) • Evaluate and refine our extended schools' weekend, after school and holiday sessions 	Activity Days Lead Support Staff Lead	
To ensure that pupils continue to be given opportunities to develop their Spiritual, Moral, Social and Cultural (SMSC) understanding	<ul style="list-style-type: none"> • Develop a calendar of religious festivals/important dates to celebrate as part of a rolling three-year plan of enrichment and enhancement days • Work towards gaining the British Council Foundation International Schools Award • Ensure that all pupils are offered a range of extra-curricular activities and trips to support their SMSC development and understanding and that these are recorded on Earwig as SMSC experiences • Organise a range of visits to different religious buildings, invite in a range of visitors from different faiths and explore a range of artefacts that are important to 	SMSC Lead Humanities Lead Teaching Staff	

	different faiths as part of a rich religious education		
Impact Statement:			

Priority Area 4: Leadership and Management			
Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To increase the leadership capacity across the whole school as a result of increased pupil numbers	<ul style="list-style-type: none"> • Look at the workload of the SLT to determine whether some tasks can be delegated to other members of staff • Expand the SLT to add capacity in line with increase of pupil numbers by 30% • Determine whether the responsibilities and tasks assigned to each member of the SLT team are in harmony with their personal skills/strengths • Reflect critically on some of the annual/termly/weekly tasks and determine whether they are all essential or whether they are being completed due to historic decisions 	Headteacher	

	<ul style="list-style-type: none"> • Explore the financial impact of expanding the Extended Leadership Team to increase capacity 		
To ensure that the Vision, Values and Ethos of The Clare School are clearly documented and understood by all	<ul style="list-style-type: none"> • Gather staff views on our vision and values – do they remain valid, or should they be updated? • Gather pupil views – each class to have their views heard about what is important to them in terms of values • Rewrite the Vision and Values document if appropriate following the above discussions • Ensure that The Clare School’s Vision, Values and Ethos are clearly displayed, documented, shared with all staff and are promoted and understood at all times 	Headteacher	
To raise the school profile in the public domain	<ul style="list-style-type: none"> • Finalise the new website and ensure that it reflects an Outstanding school • Develop the use of a virtual tour of the school • Develop a range of promotional literature and a promotional film of the school and the work it undertakes • Update and improve the school prospectus, including an online version • Develop the lettings side of the school in order to enable private hirers to use the building/facilities and generate funds for continued school development and improvement 	Curriculum Lead ICT Manager Headteacher	

<p>To continue to offer high quality training and professional development opportunities for all staff</p>	<ul style="list-style-type: none"> • Ensure that all mandatory support staff training is completed on an annual basis and is recorded on the staff training database • Ensure that First Aid qualifications are renewed in a timely manner • Ensure that key members of staff receive enhanced first aid/specialist medical procedure training as appropriate to maintain pupil safety • Teaching staff to be offered the opportunity to undertake one of the new NPQ suite of qualifications – Leading Teaching; Leading Behaviour and Culture; Senior Leadership; Early Years leadership; Leading Literacy and Leading Teacher Development • Ensure that all teaching staff are given the opportunity to improve their subject knowledge and pedagogical knowledge through participation in CPD • Ensure that staff are supported to build their expertise in remote education to support learners who are away from school on a long-term basis due to medical needs 	<p>Support Staff Lead Headteacher</p>	
<p>To ensure that the curriculum offer to pupils throughout all areas of the school is Outstanding</p>	<ul style="list-style-type: none"> • Subject leaders to ensure that their subjects are being taught to a Good or Outstanding standard across the whole school as appropriate • Subject leaders to ensure that there is a broad coverage of their subject across all key stages, year groups and school terms • Subject leaders to ensure that they can demonstrate progression in their subject area throughout the school 	<p>Subject Leaders Sixth Form Lead EYFS Lead Curriculum Lead</p>	

	<ul style="list-style-type: none"> • Subject/Area Leaders have an updated SEF/Development plan • EYFS and Sixth Form Leads to ensure that teachers within their departments are consistently teaching to a Good or Outstanding standard • Curriculum and Assessment Leads to ensure that all pupils successfully complete their accredited coursework/certificates and programmes of study • To work with either a School Improvement Partner, VNET or the 'Challenge Partners' group to ensure that the school is held to a high level of challenge and accountability on a regular basis 		
To update, refine and improve the staff induction programme for all new staff	<ul style="list-style-type: none"> • Compile a comprehensive support staff handbook to be given to new members of staff upon starting work at The Clare School • Develop an induction programme for all new support staff, which is to be completed in a timely manner upon commencing work at The Clare School • Develop a comprehensive teaching staff induction programme and handbook for new members of teaching staff 	Support Staff Lead Business Manager Safeguarding Lead	
To ensure that all school policies are up to date and reflect current practice and Government Guidelines	<ul style="list-style-type: none"> • To ensure that all policies are reviewed within the suggested timescales • To ensure that all statutory policies are updated within the statutory timescales • SLT to ensure that the school continues to fulfil its statutory duties in relation to the 	Business Manager Headteacher ICT Manager Subject Leaders SLT	

	<p>Equality Act 2012, the Prevent Duty and Safeguarding</p>		
<p>To ensure that Staff wellbeing, mental health and workload are supported well</p>	<ul style="list-style-type: none"> • Obtain the 'Impact Award' for Staff Wellbeing provided by Optimus Education in order to evidence the progress that is being made in terms of staff wellbeing • Ensure that the staff 'wellbeing' survey is sent out on an annual basis in order to ascertain what else can be done to support the staff team • Ensure that all staff are aware of the 'Schools Wellbeing Charter' and the impact this should have on their own wellbeing • Ensure 'You said...We did' is included periodically in the Friday Update so staff are aware that suggestions are being actioned • Ensure that the staff Friday Update features wellbeing tips, stress reduction ideas and signposting to support on a weekly basis • Ensure that staff are supported to manage their workload – for example, by offering extra PPA time, ensuring staff meeting time is used productively and that meetings/report schedules are issued in a timely manner to enable staff to plan their workload accordingly • Relaunch the staff wellbeing group following the Covid pandemic and for this group to organise more social events for staff as part of this • Ensure that all Wellbeing Governors are suitably trained to support staff wellbeing 	<p>Staff Wellbeing Group Headteacher Safeguarding Lead Support Staff Lead</p>	

	<p>(e.g. MHFA certificate, Governor Services wellbeing training, online training opportunities)</p> <ul style="list-style-type: none"> • Ensure that the Wellbeing Governors are 'visible' in school, invited into events, asked to accompany classes on trips etc so that staff are made aware of who they are and their role in the school community • SLT team to ensure that when issues are raised about workload, they are consistently dealt with appropriately and quickly 		
<p>To continue to refresh, refurbish and improve the physical school building and site in order to provide the pupils with the best possible facilities</p>	<ul style="list-style-type: none"> • Sensory garden to be rebuilt • Ensure sensory rooms remain up to date, programming is updated for equipment and servicing is undertaken regularly • Continue classroom refurbishment and decoration programme • Toilet/wet room to be created in main school building to ensure we can offer showering facilities in school • Sixth Form building to be re-modelled, updated, refurbished and a changing places specification toilet installed • Form MC – to be painted, new blinds and new furniture • Form LH, JH, Soft Play and Staff room – new windows needed • Science room – new flooring, new furniture, new blinds needed • Form JH and LH – new flooring needed • Form JH and Corridor – new skylights needed 	<p>Headteacher Premises Team</p>	

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	<ul style="list-style-type: none"> • Sensory block corridor to be repainted • Hall and Forms MC, JH, LH to have air conditioning installed 		
To ensure that there is consistency across the school in terms of key documents, paperwork and routines	<ul style="list-style-type: none"> • Create a new, one page profile to be used across school to ensure consistency • Develop a communication profile to support all learners, including a separate profile/details for AAT users • Develop a consistent morning routine for pre-formal pupils to be used across the whole school 	Headteacher	
Impact Statement:			

Priority Area 5: Nursery and Early Years Provision			
Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To raise the public profile of the Nursery and EYFS provision	<ul style="list-style-type: none"> • Develop a dedicated section on the Clare School website for prospective nursery pupils • Publish a termly 'Nursery News' newsletter to send to all relevant stakeholders • Reintroduce First Steps coffee mornings on a monthly basis 	EYFS Lead Curriculum Lead	

	<ul style="list-style-type: none"> Evaluate the current First Steps provision, gaining users feedback and use this information to improve the offer 		
To implement the use of Earwig to record pupil progress and assessment data	<ul style="list-style-type: none"> EYFS staff provide information for parents through the Earwig programme about their children's progress, in line with the requirements of the EYFS. EYFS staff to work with the AHT for Assessment to ensure that all are familiar with the Earwig programme and any training needs are met EYFS Lead to QA Earwig records and ensure that they are recording progress, next steps and appropriate assessment information internally EYFS Lead to ensure that the QA of external Earwig records is undertaken regularly ensuring that standards remain high 	EYFS Lead EYFS Staff Curriculum Lead	
To share and develop good practise	<ul style="list-style-type: none"> EYFS Lead to attend EYFS co-ordinators meetings as appropriate to share good practice and ensure all guidelines and statutory changes are adhered to EYFS staff to access high quality CPD as needed to ensure that they are knowledgeable about the EYFS curriculum and associated pedagogy in relation to the learning needs of the pupils in the department EYFS Teaching staff to undertake new NPQ Early Years Qualification 	EYFS Lead EYFS Staff	

<p>To embed a strong culture of literacy and communication throughout all lessons</p>	<ul style="list-style-type: none"> • To embed early phonics and reading opportunities into planning and focussed sessions for appropriate pupils • Ensure a love of reading is promoted including sensory stories, library sessions, songs, rhymes and signed stories to expose pupils to a rich vocabulary. Staff read stories in an exciting and engaging way • Ensure that a wide range of communication methods are used daily – BSL signing, objects of reference, photos, symbols, on body signing, switches, Eyegaze and speech to ensure that all pupils are given the maximum opportunities to develop their preferred communication style • Staff provide parents with information about early phonics and how to support their child to learn to read where appropriate 	<p>EYFS Lead EYFS Staff English Lead Curriculum Lead</p>	
<p>To embed a strong culture of numeracy and early mathematics in daily activities</p>	<ul style="list-style-type: none"> • Pupils are given multiple, daily opportunities to practise using numbers and develop their early understanding of mathematics through counting activities, songs, rhymes and continuous provision 	<p>EYFS Lead EYFS Staff</p>	
<p>To ensure that the EYFS curriculum intent and implementation are embedded securely and consistently across the department</p>	<ul style="list-style-type: none"> • EYFS Lead to ensure that teachers within the department are consistently teaching to a Good or Outstanding standard • EYFS Lead to diarise regular meetings with the Headteacher to discuss any matters arising and pupil progress • EYFS Lead to ensure that regular minuted departmental meetings are held to ensure good staff support and communication 		

	<ul style="list-style-type: none"> EYFS Lead to explore and develop the EYFS curriculum alongside the Pre-Formal and Semi-Formal and Formal curriculums to create a cohesive, appropriate and creative curriculum to meet the changing needs of the cohort 		
To ensure that the classroom environment is welcoming, promotes learning and reflects the high ambitions held for all pupils at The Clare School	<ul style="list-style-type: none"> Organise and furnish the new Nursery and EYFS block in order to offer a two-class provision from September 2022 Ensure that provision for all pupils is personalised and this is reflected in timetables and termly LSP planning EYFS staff will create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum Resources used will be of good quality and are inclusive, chosen to support the learning of all pupils 	EYFS Staff Team Premises Team	
To ensure that the development of the outdoor environment is safe and inclusive, with a range of multisensory resources to meet the needs of all pupils	<ul style="list-style-type: none"> To ensure the provision of outdoor learning is safe and appropriate for all. Support staff to undertake appropriate training in order to offer a differentiated and developmentally appropriate activities. Resources used will be of good quality and are inclusive, chosen to support the learning of all pupils EYFS staff will create an outdoor environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. 	EYFS Lead EYFS Staff Premises Team	

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<p>To support the holistic development of all pupils</p>	<ul style="list-style-type: none"> • Staff support pupils to learn the language of feelings and emotions as part of their PSED curriculum through the use of high-quality learning resources, books, puppets, singing, rhymes and so on • Staff support pupils to develop an early and developmentally appropriate understanding of the importance of being healthy • Staff support pupils to develop an early and developmentally appropriate understanding of play, being active, exercise and developing physically • Parents and carers are given information about home learning activities they can undertake to support their child's learning 	<p>EYFS Staff Team</p>	
<p>To improve parental engagement with Earwig</p>	<ul style="list-style-type: none"> • Staff to provide engaging records of pupil learning on Earwig • School staff to develop a full picture of pupils both at home and at school as part of their learning journey • Encourage parents to comment on records. • Encourage parents to upload their own entries to Earwig 	<p>EYFS Lead Curriculum Lead</p>	
<p>Impact Statement:</p>			

Priority Area 6: Sixth Form Provision			
Objective:	Tasks to achieve objective:	Staff responsible	Outcome: Date Evidenced:
To ensure that all Sixth Form pupils are supported to access their local community safely	<ul style="list-style-type: none"> • Adopt the TITAN 'Ready to go' framework on Earwig to aid assessment and enable progression to be demonstrated • Implement the new TITAN 'Foundation' programme in Pre-formal and Semi-formal classes when it is finalised • Develop further community access opportunities, including use of public transport, to return to breadth of Pre-pandemic curriculum • Ensure that all pupils are given a wide range of opportunities to participate in activities and visits to their local community and beyond 	Sixth Form Lead Sixth Form Staff	
To offer a wide range of Work Experience/Work Awareness options to all pupils and ensure that the Gatsby Benchmarks are being fulfilled	<ul style="list-style-type: none"> • Continue to expand the provision of suitable work experience placements for all pupils as appropriate • Expand the opportunities for work awareness experiences • Develop the provision and opportunities for internal work experience opportunities at The Clare School • To ensure that the Gatsby Benchmarks are being met • Ensure that Section 42B of the Education Act 1997 ('The Baker Clause') is being met by making sure all pupils are provided with independent careers advice and guidance 	Sixth Form Lead Sixth Form Staff	

	<p>and pupils are aware of the offer form post 19 training as well as education providers</p> <ul style="list-style-type: none"> • Provide a termly 'Sixth Form Newsletter' update for families, to include helpful advice and guidance about further education options, out of school provision and so on • Hold an annual 'World of Work' Day to allow all Secondary & Sixth form pupils following formal & semiformal pathways, to have a number of meaningful employer contacts & to learn about careers • Support pupils to attend the Norfolk Careers & Skills Fair on an annual basis • An IAG event to be hosted at The Clare School on a biannual basis to provide secondary pupils and their families face to face information & guidance. • Arrange bespoke work placements for some Yr13/14 pupils to meet their individual needs and interests (in addition to group volunteering at the Foodbank) by utilising support from WEX & Jobcentre Plus. 		
<p>To increase the range of recognised accreditation to all 14 – 19 pupils</p>	<ul style="list-style-type: none"> • Produce a detailed provision map of all accreditations on offer for all three Clare School Sixth Form curricula • Continue to ensure high standards of practise and achievement by robust internal moderation procedures for ASDAN Qualifications • Ensure that staff in the Sixth Form continue to access appropriate training/professional development in order to deliver the curriculum 	<p>Sixth Form Lead Sixth Form Staff</p>	

	<ul style="list-style-type: none"> • Trial OCR units in the semi-formal Sixth Form class 		
<p>To ensure that the Sixth Form curriculum intent and implementation are embedded securely and consistently across the department</p>	<ul style="list-style-type: none"> • Sixth Form Lead to ensure that teachers within the department are consistently teaching to a Good or Outstanding standard • Sixth Form Lead to diarise regular meetings with the Headteacher to discuss any matters arising and pupil progress • Sixth Form Lead to ensure that a broad range of awards, qualifications and accreditation is being gained by all pupils • Sixth Form Lead to ensure that all pupils complete their full programmes of study • Sixth Form Lead to ensure that regular departmental meetings are held to ensure good staff support and communication • Develop inter-class links (Formal with semi-formal / semi-formal with pre-formal) to ensure all Sixth form pupils' individual needs are fully met 	<p>Sixth Form Lead Sixth Form Staff</p>	
<p>To ensure that all pupils in the Sixth Form Department are given the maximum opportunities possible to prepare for life after The Clare School</p>	<ul style="list-style-type: none"> • All Sixth Form teachers to ensure that they create a classroom environment that is welcoming, focusses on learning and that the resources and materials that are used are of high quality and reflects The Clare Schools' ambitious intentions for all its pupils • All Sixth Form teachers and staff to ensure that they use the Earwig assessment system regularly to record progress and achievements and that this information informs future planning 	<p>Sixth Form staff</p>	

	<ul style="list-style-type: none"> • All Sixth Form teachers to ensure that pupils in their classes are supported to develop an appropriate understanding of healthy relationships • All Sixth Form teachers to ensure that pupils in their classes are supported to develop their independent living skills to their full potential • All pupils to be supported to explore post school options and take part in a comprehensive transition to the provider of their choice 		
<p>Impact Statement:</p>			

<p>Priority Area 7: Safeguarding</p>			
<p>Objective:</p>	<p>Tasks to achieve objective:</p>	<p>Staff responsible</p>	<p>Outcome: Date Evidenced:</p>
<p>To ensure all school visitors and volunteers are aware of our safeguarding procedures and</p>	<ul style="list-style-type: none"> • Improve and update the 'Volunteers Handbook' which is given to volunteers at the school upon commencement of placements at The Clare School 	<p>Safeguarding Lead Business Manager</p>	

<p>pupils are aware of 'safe' visitors</p>			
<p>To ensure that safeguarding remains effective at The Clare School</p>	<ul style="list-style-type: none"> • Safeguarding lead to hold regular, documented meetings with the Nurture Team; the Parent Support Advisor and the Headteacher as appropriate to ensure that good communication is promoted between all parties • Review the Clare School Safeguarding & Child Protection Policy, Staff Code of Conduct and ICT Code of Conduct to ensure they are fit for purpose and meet current Government Guidelines • Ensure that the Single Central Record is checked regularly by the Safeguarding Lead and Business Manager (Half Termly as minimum) • Safeguarding Lead to hold regular documented meetings with the Safeguarding Governor (Termly) • Safeguarding Lead to hold regular documented meetings with the Safeguarding Team and ensure that all actions are documented, and meetings are recorded on CPOMS • Safeguarding lead to monitor and record the CPOMS recording and monitoring system, providing staff feedback where improvement is necessary 	<p>Safeguarding Lead Business Manager Headteacher</p>	

	<ul style="list-style-type: none"> • Ensure that regular safeguarding updates, aside from mandatory training, are provide to all staff via the Friday Update • Complete the bi-annual safeguarding self-review and audit and implement changes as necessary to ensure continued improvement in safeguarding effectiveness (Due 2024) • Safeguarding Lead to ensure that all DSL trained staff complete mandatory updates in a timely manner, booking training and refresher courses as appropriate • Safeguarding Lead to ensure that mandatory training, such as 'Safer Recruitment' training and 'Multi-Agency' training has been completed by all relevant staff members and is updated in a timely manner, with training booked as appropriate • Ensure that safeguarding information on Norfolk 'My Schools' website is updated on an annual basis • Complete the McKinsey 7S Framework Safeguarding Culture Mapping Tool and address any actions arising • Ensure that all actions from the LA Safeguarding Audit (02/22) have been actioned/addressed • Ensure that LA 'Checklist for Keeping Children Safe in Education (2022) has been completed and any actions undertaken 		
<p>To develop a dedicated safeguarding area</p>	<ul style="list-style-type: none"> • Specific Safeguarding area to be developed on the school website. To include relevant policies and information for parents, including links to 'Just One Norfolk', 'Norfolk 	<p>Safeguarding Lead Curriculum Lead ICT Manager</p>	

on The Clare School website	Safeguarding Children's Board (NSCB)' and other useful information as appropriate		
Impact Statement:			