



Number of pupils on roll (Sep 2022)	246
Gender ratio (Boys:Girls)	199:47
Number of pupils with EHCs	246 (all)

Action	Timescale	Who	Success criteria	Termly Review		
				Autumn	Spring	Summer
Overall effectiveness						
Quality ensure how effective and embedded the actions from the last Ofsted inspection are (1-2-3-4-5-6-7-8)	By Summer 2022	FA AB NS	<p>Achieve at least a Good judgement in the next Ofsted inspection</p> <p>Tailor staff training/ meetings accordingly in order to ensure that key messages are delivered to all cohorts of staff</p> <p>Invite the LADO and an independent auditor to conduct two separate audits</p>	Use a coloured key to judge progress		
<p>Link to action points from SEF 22/23</p> <p><i>Organise two audits (by LADO and by an external Safeguarding auditor) to measure impact of the actions taken following the Ofsted Inspection in 2021. It will be especially important to ensure that all staff (Teaching Assistants, admin...) are aware, understand and comply with these processes.</i></p> <p><i>Fully embed school processes throughout the school (Leadership and Management)</i></p>						
Rebuilt a trusting relationship with parents/ carers and members of the community	By Summer 2022	LR AB CB NS RA LC EP	<p>Calendar of key school events shared with parents in September</p> <p>Organise a number of parent's events: meet and greet, parents evening, coffee mornings, training/ workshops, Sports day, Christmas celebrations</p>			

		Phase Leaders Teachers	Explore the creation of a parent's council led by Eleni (Family Support Practitioner) Organise a number of community events: Research and Development evening, Creative Arts exhibition Conduct an annual survey followed by a feedback event for parents			
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Link to action points from SEF 22/23

Overall effectiveness:

Resume parents' events: meet and greet in September to ensure parents meet relevant professionals and key messages are shared, school calendar to be shared early in the year which will include key events for parents (e.g. school celebrations such as Christmas, Creative Arts exhibition, sports day, coffee mornings and parents training). Annually conduct the parents survey and event on parents' voice.

Personal Development:

*Family support/training opportunities to ensure consistency of strategies across context particularly in the area of SRE and e-Safety
Parents engagement: meet and greet, calendar of key events (coffee morning, celebration events, parents' evenings...)*

Leadership and management

Further develop mental health and wellbeing support for staff (SH11)	By Summer 2022	AB RA RM	Conduct a staff wellbeing survey Early in the Spring term and share results during a staff event (e.g. briefing or separate optional event) School EP and Connect Ed therapist to continue self-reflective sessions with specific group of staff and share impact of those with whole staff Organise a number of mental health event throughout the year: twilight, specific training (optional), celebration squad, mental health day			
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Link to action points from SEF 22/23

*Develop a staff survey to gather their voice and make staff be part of the school's decision making
Supervision and reflective practice to be expanded*

<i>Mental health twilight event</i>					
Centralise Safeguarding and pupils' dysregulation (Behaviour) monitoring systems (4abc) and moderate those to ensure they are effective and enable leaders to gather useful data and identify patterns (5).	By Summer 2022	SMMT	<p>Initial and ongoing training on CPOMS (per department)</p> <p>Moderate significant incident forms and other record on CPOMS during SMT/ SMMT meetings and take relevant actions as and when required</p> <p>Include feedback on CPOMS and other school systems in the staff wellbeing survey</p> <p>Include training for all staff on significant incidents and ERSP in the annual calendar</p> <p>Aymeline to share termly data on dysregulation and well fare monitoring during SMT/ SMMT. Relevant actions to be agreed upon during SMT/ SMMT as and when needed</p>		
<p><i>Link to action points from SEF 22/23</i></p> <p><u>Leadership and Management</u></p> <p><i>Quality assure/ audit school processes (e.g. significant incidents) regularly (during SMT meetings)</i></p> <p><i>Explore ways to use quantitative data on welfare from CPOMS and how this could inform other school's safeguarding processes.</i></p> <p><i>Fully implement CPOMS (including the staff section) and review its effectiveness</i></p> <p><i>Fully embed school processes throughout the school</i></p> <p><u>Behaviour and Attitudes</u></p> <p><i>Ensure new school processes are embedded throughout the whole school (e.g. ERSP, Significant incident, CPOMS) and audited/ monitored by the Leadership team 4abc-5-8</i></p> <p><i>Fully implement CPOMS and review its effectiveness 4ac-5</i></p>					
Further develop post 16-19 pathways for the whole Queensmill's cohort	By Summer 2022	RT LC RA NS JH	Share PFA progression map with all Teachers		

		NT CB and Therapists ER and creative arts team	TQT Career programme to be finalised: strategy to be written, page on the website to be created. Develop at least one new pathway and one new work experience per setting (e.g. main site, Q4) Identify 5 new inclusive places within the community through Q-Inclusive			
<p>Link to action points from SEF 22/23 Develop secure pathways for employment and further education for Post-16/19 students</p>						
Further benchmark and moderate school processes in all areas particularly dysregulation (e.g. Behaviour) monitoring (5)	By Summer 2022	AB CB RA NS LC EB	Organise moderation events and school visits with schools which are part of the PLASN-R group focusing on dysregulation (behaviour) recording and monitoring processes at least annually Include benchmarking within school's SEF			
<p>Link to action points from SEF 22/23 Further develop peer collaborations with fellow autism specific schools (both inside and outside of the TQT) Engage in peer observation and review practices with another 'like' school setting</p>						
Quality of Education						
Streamline and enrich assessment processes	By Summer 2022	AB EB IC	Emily to deliver the Assessment at Queensmill training to all Teachers annually Termly working groups hosted by Emily and any other relevant staff (e.g. Managers, therapists...)			

			<p>Share the new bank of 'My Autism I can statements' with Teachers during a meeting in the Autumn term.</p> <p>Evaluate the impact of the implementation of the 'My Autism I can statements' through a PLPs scrutiny exercise in SMT Summer term and during peer observations in the Summer term.</p>			
<p>Link to action points from SEF 22/23 Expand and refine resource bank of 'I-Can' targets with a particular focus on functionality and PFA Finalise and share the bank of My autism 'I can statements' Assessment working groups led by Emily</p>						
<p>Audit and create an action plan to ensure consistency, set expectations in Teaching and Learning (e.g. planning, delivery, monitoring and governance)</p>	<p>Summer term 2022</p>	<p>AB NS LC RA RM OB TH SM ER</p>	<p>Scrutinise subject progression maps in the Autumn term 1 to ensure consistency</p> <p>Share progression maps with Teachers and evaluate the impact of its implementation during Class observations in the Autumn 2: achieve at least 60% of outstanding observations judgements</p> <p>Phase Leaders and Deputies to scrutinise planning documents (e.g. timetable; mid-term plans) and create a 'Teaching & Learning expectations' document</p> <p>Educational Standards link governors to join at least one class observation per department and provide a report to the full LGB and Trustees</p>			

			Organise at least one subject sharing practice event (English)			
<p>Link to action points from SEF 22/23</p> <p>Conduct an audit of Teaching and Learning practice (e.g. learning walk on use of visuals by phase leaders, audit of planning-timetable and mid-term plan) to then inform a Queensmill School Teaching and Learning manual where expectations in that area will be clarified. 9</p> <p>Compile a new starter pack which would include the resources that staff must have.</p> <p>Create a new system and methodology for effective work scrutiny and moderation from senior leaders 9</p> <p>Ensure that all Teachers receive training in core subjects 9</p> <p>English focus for formal observation, SRE focus for SCERTS observation, peer observation on ERSP to assess full implementation (ensure new therapists are involved, explore ways to include TAs). 9</p> <p>Link Governor to join a number of Class Observations in the Autumn term</p>						
Further development the school's Relationship and Sex Education (RSE) curriculum and improve staff/ parent's subject knowledge in this area	Summer 2022	AB CB RM Teachers and Therapists from PSHE subject group	<p>Invite an expert in RSE and Autism for one twilight session and one parent workshop</p> <p>RSE subject group to start developing resources from the Personal Social Health Education (PSHE) progression map</p>			
<p>Link to action points from SEF 22/23</p> <p>Invite an SRE speaker for staff Twilight training session, continue developing a school's SRE curriculum (which will include SoSafe) and schedule an SRE joint learning walk by subject lead and a member of the therapy team (use filmed segments for feedback).</p> <p>English focus for formal observation, SRE focus for SCERTS observation, peer observation on ERSP to assess full implementation (ensure new therapists are involved, explore ways to include TAs). 9</p>						
Behaviour and attitudes						
See action 2 from Leadership and Management						
<p>Link to action points from SEF 22/23</p> <p>Explore ways to use quantitative data on sexualised behaviour and discriminatory from CPOMS and how this could inform other school's processes. 5</p>						
Further development practice and expertise in catering for highly complex needs	Summer 2022	AB CB LC RA VC RA	<p>Write a description of the Mars/ Q-Hub model</p> <p>Review the impact of the implementation of the Mars/ Q-Hub</p>			

		ER JAE	through class observations and pupils' EHC reviews Mars/ Q-Hub Teachers and Extracurricular Teachers to write case studies to evidence the impact of their work on highly complex young people from the hub.			
Link to action points from SEF 22/23						
Further upskill school staff to cater for the school's most complex CYP creating a bespoke provision (Mars/ Q hub) SH11						
Personal development						
Further develop school's practice in autism acceptance within the curriculum and the wider community	Summer 2022	NS LC RM ER SM TH	Compile a 'autism acceptance' evidence folder Annually organise Q-Inclusive and other autism acceptance events during the neurodiversity week Build at least two new partnership within the community which will lead to a new work experience or cultural inclusion opportunity Begin developing a 'autism acceptance' scheme of work within the PSHE curriculum			
Link to action points from SEF 22/23						
<i>Continue developing strong partnerships with the local community to expand work experience opportunities and improve autism acceptance through the neurodiversity week and the Q-Inclusive award.</i>						
Evidence the implementation and the impact of the celebration squad	Summer 2022	NS ER RM OB MM SB	Compile an evidence folder of the event organised by the celebration squad Include feedback on the celebration squad event in the staff wellbeing survey			

Link to action points from SEF 22/23

Fully resume school council practice as well as continue exploring ways to include pupil voice in school decisions

Suggestions for SIP 23/24

- Further develop governance processes at the Trust and school levels
- Identify long term development in all areas

TQT Queensmill Ofsted and Stewart Harris action points index:

- **1a:** Improve awareness of safer recruitment requirements- on the part of leaders
- **1b:** Improve awareness of safer recruitments- training for all those recruiting staff
- **2ab:** Improve compliance with safer recruitment requirements- DBS checks for all new staff and Barred list check for all staff who work with children before their DBS certificate is available
- **3:** Keeping Children Safe In Education (KCSIE) training for all staff
- **4a:** Pastoral and Behavioural record keeping- ensure staff record changes in behaviour or other welfare concerns, even if minor
- **4b:** Pastoral and Behavioural record keeping- ensure staff record all uses of physical intervention
- **4c:** Pastoral and Behavioural record keeping- ensure staff record staff discussions about welfare and resulting follow-up actions
- **5:** Analyse patterns in the records listed at 4 a-c above, to inform decisions about additional help, protection or support
- **6:** Meds policy review: school leadership to review the procedures and expectations on logging when meds are given
- **7a:** Meds training: ensuring all staff are trained in school procedures on administering medicines
- **7b:** Meds training: ensuring all staff are trained in any specific training in how to administer a medicine
- **7c:** Meds training: ensuring all staff are trained in school procedures on keeping medicines available to pupils wherever they are in the school
- **7d:** Meds training: ensuring all staff are trained in school procedures on keeping records of when medicines are administered
- **8:** Meds compliance checking: leadership action on checking consistent compliance with regard to 7 a-d above
- **9:** Ensure every subject is well sequenced, identify what want pupils to know and remember
- **SH 1:** Review of Team Teach training
- **SH11:** Trauma and Injury policy and recovery processes
- **SH14:** bullying concerns