

Priority 1

To prepare students for life outside of Riverbank

Our Vision...

all students make exceptional progress and lead happy and fulfilled lives.

Priority 2

Investing in relevant and purposeful professional development

Our shared purpose...	
<p>Riverbank Staff...why do we do what we do?</p> <p><i>"To make a difference"</i> <i>"To better opportunities for our students"</i> <i>"To provide long lasting impact for our students"</i> <i>"To make our students smile and be happy"</i> <i>"To stretch and challenge learning"</i> <i>"To provide students with unforgettable and joyful experience"</i></p>	<p>Riverbank Governors...our commitment:</p> <p><i>"support the overall vision of the school through challenge, support and hold constructive dialogue with the school's Head Teacher and staff. They will work collaboratively with all stakeholders, make regular visits to the school and ensure they have a clear understanding of the school curriculum and the standards achieved by all of the pupils."</i></p>
<p>Riverbank Students...why do we come to school?</p> <p><i>"I want to learn, get qualifications and have a great future!"</i> <i>"Meet friends that are far away from my home, being together and having fun!"</i> <i>"To learn new things and experience new things!"</i></p>	<p>Riverbank Parents...why my child goes to this school...</p> <p><i>"Dedicated and supportive staff!"</i> <i>"A fantastic school!"</i> <i>"xxxxx is a completely different child since joining Riverbank Academy!"</i></p>

Leadership and Management 2019-2020

Goal Statement	Action (What will we do to achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
All stake holders have the highest of standards and expectations for all	<ul style="list-style-type: none"> The school purpose and aims will be shared with all staff, parents, student (council) and governors so that there is a strong element of cohesion across the school Induction training is monitored and tracked so that all new staff receive the same level and quality of induction. Monitor the new staffing structure in Sowe class along with student outcomes Student council roles are reassigned at the start of the year and head boy/girl interviews take place Innovation plans are shared with stakeholders for employment, interventions and Wave provision 	<p>Shared purpose on the SDP</p> <p>Induction staff record and feedback</p> <p>Staffing Structure and progress report</p> <p>Student Council Display with roles assigned</p> <p>Governor/MAT/SLT minutes</p> <p>Student council meeting minutes</p>	<p>All stakeholders</p> <p>SH/ML KK SLT</p> <p>HB</p> <p>SLT</p>	<p>Vision = first half term</p> <p>Ongoing shared in SLT termly October 2019</p> <p>December 2019</p> <p>October 2019</p>
Staff aware of their training needs and development	<ul style="list-style-type: none"> Create an in-house CPD program that staff can chose training packages to inform their own development and support in meeting their appraisal target. Staff to develop skills in a different curriculum area through the schools creative value "off timetable" afternoon. 	<p>CPD booklet</p> <p>Photos from the school creative day/afternoon</p>	SH	<p>December 2019</p> <p>13th March 2020</p>
To develop staff leadership across the school	<ul style="list-style-type: none"> Staff wanting to develop their leadership can attend a dragon's den session to share an idea on school improvement, the difference it would make, and how it would be achieved. Set up two posts that in school that support Riverbank Academy's employability agenda for students Provide a senior leadership secondment opportunity for a member of staff to develop their leadership skills 	<p>X2 leadership projects assigned from the dragon's den session</p> <p>X2 Employment posts set up</p> <p>X1 secondment set up and running</p>	<p>DL SLT</p> <p>SLT</p>	<p>October 2019</p> <p>Appointed by October 2019</p>
Governors play an active role and continue to challenge and support the school in its journey to outstanding.	<ul style="list-style-type: none"> Governors will contribute to the vision of the school outlined on page 1 of this document which will then be shared with all staff SLT will contact their strategic link governor once every term for a school visit. Governor roles will be outlined and reconfirmed in the first meeting of the academic year Governors will receive bespoke training as the school continues to move forwards. Training will be provided by SLT and external parties (arranged by the MAT) 	<p>Riverbank governing body minutes</p> <p>MAT director minutes</p> <p>Allocation of role document</p> <p>Governor training audit</p>	<p>DL/RS MAT directors All staff</p>	September 2019

Quality of Education Student Outcomes 2019-2020

Goal Statement	Action (What will we do to achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>92% of students make expected progress with 55%+ making above expected progress across all subjects</p>	<ul style="list-style-type: none"> Through a robust monitoring calendar, that evaluates the triangulated effectiveness of learning and supports the development of staff in the quality of teaching practice. Through the assessment cycle, all middle leaders will attend a minimum of 1 external moderation each year. Middle leaders will also internally moderate each term to verify teacher's assessments. Through a shared vision of excellence established at the start of the year which all stakeholders will contribute to and work towards. Through a clear reporting and assessment system held centrally and online for all of KS3 and KS4. Through student and parent voice to quality assure the breadth and balance of the curriculum and subjects accessed. Through KPIs and a referral and monitoring group that identifies trends quickly and diminishes gaps effectively. 	<p>Monitoring Calendar</p> <p>Internal/External Moderation evidence</p> <p>Strategic Development Plan</p> <p>SIMS/Parent Reports/Termly Progress Reports</p> <p>Parent/Student Questionnaire reports</p> <p>Referral action plans, KPIs (Attendance, Behaviour, Progress, Inclusion)</p>	<p>SLT/accessed by all staff</p> <p>Middle Leaders</p> <p>All stakeholders</p> <p>All assessment leads + DL/JW</p> <p>Parents/SLT/Tutors</p> <p>MMS/DS/DL/JH (+ Co-ordinators)</p>	<p>Email out July 2019</p> <p>Termly</p> <p>October 2019</p> <p>Termly</p> <p>December 2019</p> <p>Ongoing (x6 mandatory one each half termly)</p>
<p>Students accessing the Discovery curriculum have exceptional journals that clearly correlate with the assessment journey log book</p>	<ul style="list-style-type: none"> Through half termly (x6) scrutiny of the journals and assessment journeys with a report for staff that supports best practice and developmental steps. Through networking with the Coventry PMLD special school team to share best practice and moderate student work. Implementation of MAPP for Discovery students (New for Sept 2019) 	<p>Work scrutiny feedback documents (x6)</p> <p>Network minutes and external Moderation</p> <p>MAPP assessments for JG, RK, AN, MJ</p>	<p>AB/LC/SLT AND LOUISE DEWIS FROM CASTLEWOOD</p> <p>LC/SEND Network</p>	<p>Half termly</p> <p>X2 in the academic year dates TBC</p>
<p>100% of year 11, 12, 13 and 14 students move on to a positive destination.</p>	<ul style="list-style-type: none"> Through collaborative work with the Prospects Careers team, involving the identification and close monitoring of vulnerable and potentially NEET students. Through a transition careers and college event 	<p>Student provision map for destinations and meeting minutes</p> <p>Photos and parent/student/visitor comments cards</p>	<p>MMS/KS/DL/Prospects</p> <p>MMS</p>	<p>Ongoing</p> <p>December 2019</p>
<p>To externally quality assure triangulated judgements for the Navigator and Discovery areas</p>	<ul style="list-style-type: none"> X1 Lesson observations a year for the discovery and navigator curriculum is partnered with a lead external practitioner from another school or our LA monitoring officer. X1 work scrutiny a year for the discovery and navigator curriculum is partnered with a lead external practitioner from another school or our LA monitoring officer. 	<p>Lesson observation forms</p> <p>Work Scrutiny forms</p>	<p>DL/SH – Navigator</p> <p>JH/SH – Discovery</p>	<p>By June 2020</p> <p>By June 2020</p>

Quality of Education Student Outcomes 2019-2020

Goal Statement	Action (What will we do to achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>Cont...100% of year 11, 12, 13 and 14 students move on to a positive destination.</p>	<ul style="list-style-type: none"> Through 1-1 interviews and 1-1 support and guidance in pathways and careers. Through a Gatsby careers audit identifying areas that needs to be improved upon Through annual reviews, parent and student voice 	<p>Student provision map for destinations</p> <p>Gatsby Audit and Action plan</p> <p>Inclusion KPIS</p>	<p>MMS/KS/DL/Prospects</p> <p>DL</p> <p>Inclusion team</p>	<p>Ongoing</p> <p>Action plan in place by October 2019</p>
<p>Any gap identified throughout the year between PP and Non-PP is diminished by the end of the academic year.</p>	<ul style="list-style-type: none"> Through the close analysis of KPIs for progress, inclusion behaviour and attendance Through the referral panel meeting Through middle leader progress reports and action plans 	<p>KPIs</p> <p>Referral panel action plans</p> <p>MLT Reports and action plans</p>	<p>DL/MMS/DS/JH</p> <p>MLT</p>	<p>Half termly/termly</p> <p>Half termly</p> <p>October 2019</p>
<p>Attendance is at least 2% above the national average (89.8%) and persistent absence 5% lower than the national average (29.6%).</p>	<ul style="list-style-type: none"> Through a clear monitoring system, that identifies persistent absence frequently. Communication shared with all external and appropriate agencies. DL and DSI to meet with parents of top 5 students. (to include holidays) Blanket letter to all parents setting standards around holidays taken during school time. Add advice for parents on how to promote positive attendance on the website. Rewarding and acknowledging positive attendance 	<p>KPIs reported half termly</p> <p>SIMS monitored weekly for PA trends</p> <p>Meeting minutes</p> <p>Letter on Website</p> <p>Website updated</p> <p>Certificates and school trip photos</p>	<p>DS</p> <p>DS</p> <p>DS/DL</p> <p>DL/DS</p> <p>DL/DS</p> <p>DS</p>	<p>Half termly</p> <p>Weekly</p> <p>Half termly</p> <p>September 2019</p> <p>September 2019</p> <p>Weekly</p>

Quality of Education Teaching and Learning 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>100% good or better</p> <p>July 18: 87% 93%</p> <p>October 18 69% 90%</p> <p>June 19 76% 95%</p> <p>(no T & L to be in the concern category)</p>	<ul style="list-style-type: none"> • Consistency in lessons by agreeing the Riverbank Way with all staff and ensuring all new staff have a thorough induction programme • Appraisal targets will be robust and ensure exceptional student progress and accountability for staff • Personalise CPD and support so it's focused on where the need is greatest • Use coaching as a model of peer to peer support so that it's focused on individual needs/professional development • Share good practice through informal learning walks and visits to lessons, both at RB and other schools • Train staff with curriculum & pastoral responsibilities to be involved in the T&L monitoring process i.e. learning walks and lesson observations with teaching staff, using colleagues from MAT as appropriate, so all staff have opportunities to visit other lessons • Coaching and support plans for appropriate staff. (support from Riverbank & MAT consultants) 	<p>Teaching and learning KPIs</p> <p>Successful coaching/support plans</p> <p>Appraisal training and monitoring</p>	<p>All staff</p> <p>SHO/GE/ZB Riverbank SLT MLT, subject leaders & pastoral leads. UPS staff AC Visits</p>	<p>Monitored and reported half termly</p>
<p>To improve pedagogy on a range of specific SEND needs and each of our four curriculum areas</p>	<ul style="list-style-type: none"> • Identified T & L consultants at RB, train and coach others within their specific areas of expertise • Broaden staffs' knowledge, confidence and use of effective strategies in different curriculum areas • Training day workshops on specific curriculum areas with pastoral leads. • Monitor the impact of the above through staff feedback, termly KPIs (T&L, behaviour, attendance, progress, inclusion) and when issues arise put interventions in place such as further training, coaching and support plans • Cross curriculum experience and CPD : as part of off timetable core value days 	<p>Training ppts / information for workshop</p> <p>Positive staff feedback from training evaluations T&L KPIs Learning walks</p> <p>Photos</p>	<p>Training day providers SLT T & L consultants</p> <p>SLT / Pastoral Leaders Motivation SH/EK Caring DL/JH/KK/MN/DSI Creativity MMS/MS/LR</p>	<p>Monitored and reported half termly</p> <p>Summer Term Autumn Term Spring Term</p>
<p>Ensure teaching and learning in the Wave provision is outstanding.</p>	<ul style="list-style-type: none"> • Clear outline of the roles and responsibilities of staff that are delivering provision in the wave facility. • Appropriate CPD for staff delivering T & L opportunities in the wave facility. • Review the provision of the teaching and learning for students accessing wave provision to ensure the quality of provision is outstanding. <ul style="list-style-type: none"> • Learning journal reviews/work scrutiny • Staff interviews & Data tracking • Monitor the criteria and assessment data for Wave students so the provision can be evaluated 	<p>Agreed criteria to be used in monitoring of wave provision T & L</p> <p>Report on findings after each data assessment input</p>	<p>KK / DL</p> <p>All Navigator curriculum staff</p> <p>SLT and KK</p>	<p>Monitored and reported half termly</p>

Behaviour and Attitudes 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
To monitor the behaviour of Wave students	<ul style="list-style-type: none"> • SIMs records are completed with information that supports future planning with half termly checks and reminders for all staff on our expectations for recording information. • The behaviour of Wave students is monitored daily and incident reports brought to SLT morning briefing where quick adaptations are needed. 	SIMs reports KPIs Student intervention reports	MMS Sowe/Wave staff	Reported as and when needed and monitored daily with half termly KPIs
To maintain consistency of PHIPs and ensure they remain fit for purpose	<ul style="list-style-type: none"> • PHIPs are written and updated annually involving parents and where appropriate students in the creation of the risk assessments. • SIMs records and the rainbow room log are used to inform students that require new PHIPs • All PHIPs are sent out to staff on a termly basis by email • The rainbow room policy is shared and explained to parents where it is identified as a strategy on the PHIP. 	PHIPs Inclusion File Student SIMs records Referral meeting minutes	MMS/Key staff All staff/MMS leading MMS/Key staff	Monitored weekly Last year's PHIPs reviewed and sent to parents by October 2019
All staff are consistent in their "behaviour" approach	<ul style="list-style-type: none"> • Engagement profiles are created by staff teams led by MMS and used for students that are underperforming in multiple lessons. • Half termly reminders are given to staff about recording information accurately on SIMS for achievements and behavior • Staff induction provides staff with core skills and knowledge to support, record and monitor student behavior profiles. 	Behaviour KPI Briefing Referral meeting minutes	Assistant Head All staff Referral Group Assistant Head	Termly Ongoing Ongoing September
Agencies impact on student wellbeing, engagement and attainment	<ul style="list-style-type: none"> • Working alongside the inclusion team ensure students are getting the appropriate agency support from: <ul style="list-style-type: none"> ➤ Occupational Therapy ➤ Sensory support ➤ Speech and language ➤ EP ➤ CAMHS • To monitor strategies provided by agencies to ensure a consistent approach is applied by staff and carries impact. 	Agency reports Progress reports KPIs	MMS/DS/JH	This will be reviewed through our half termly KPIs

Behaviour and Attitudes Attendance 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>Attendance is at least 2% above the national average (89.8%) and persistent absence 5% lower than the national average (29.6%).</p>	<ul style="list-style-type: none"> • Identify students entering year 7 with low primary attendance and target early. • DL & DSL to meet with top 5 parents (to include holidays) (focus on 16+ students) • Registration certificates and covering letter to go out to parents each term (below 90%) • Blanket letter to all parents annually setting standards around holidays taken during term time. And to be put onto school website. • To look at how to discourage Post 16 parents from taking holidays in term time. • Regular meetings between DSL and EWO to discuss strategies for targeting PNA. • Offer support to parents who are struggling to engage their child with school. • To look for support and strategies from school nurse for low attendance through medical issues. • Implement a clear persistent absence strategy for non-medical and medical students. 	<p>KPI for attendance</p>	<p>DSL/EWO/All staff</p>	<p>ongoing</p>
<p>To reward highest attenders</p>	<ul style="list-style-type: none"> • Attendance certificates termly for 100% attendance and most improved attendance. • Drayton Manor reward trip for excellent attendance. • Pizza party for highest attendance year group. • Gift/reward for 100% attendance for full school year. 	<p>KPI attendance</p>	<p>DSL</p>	<p>ongoing</p>

Transport 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>To ensure all students have transport to school whether on minibus, independently or with parents</p>	<ul style="list-style-type: none"> To ensure all parents have sufficient time to apply for transport, whether this is via a minibus or personal transport budget. To support parents with applications for transport via SEND office, giving them the information for parents to obtain printed copies of applications when they are unable to apply online. Providing information of drop in sessions provided by SEND office to support with applications process. To support with appeals process when transport has been rejected whenever possible. 	<ul style="list-style-type: none"> Parents able to apply for and gain appropriate transport for their child with adequate time for September start. Less late starters in September due to transport issues. Successful appeals. 	<p>DSL/SEND team/Parents</p>	<p>This is dependent on how transport functions at the start of the academic year.</p> <p>Likely to be reviewed weekly</p>
<p>To support Transport Department with minibus manifests and student issues.</p>	<ul style="list-style-type: none"> To support transport office with looking at any issues with dynamics between students on minibus routes. Discussions with Transport Department when necessary around delays with transport, including informing them of school closures and teacher training days. To meet at least three times in the school year to discuss any specific concerns, including changing needs of students i.e. if they now require a ramp rather than steps or a taxi rather than a minibus. To meet with SEND office if necessary to discuss changing needs of students. 	<ul style="list-style-type: none"> Smooth transportation of students on a daily basis. Reduced lateness of minibuses. To offer in house training for drivers/escorts 	<p>DSL/Transport Department/Parents</p>	<p>Reviewed with LA transport each term.</p>
<p>Continue to promote the Travel Training Programme</p>	<ul style="list-style-type: none"> To work closely with the Travel Training Team to promote independent travel for students who are able to become independent travellers. To assist with applications for concessionary bus passes and appeal when necessary. Travel Training Team to assist with assessment of some students who are deemed unable to travel train to support appeals process for transport. To work with the Travel Training Team to develop clear and concise safeguarding procedures. 	<ul style="list-style-type: none"> Students continuing to access travel training via Travel Training Team. Students gaining concessionary bus passes. More successful appeals 	<p>DSL/Travel Training Team/Parents/CENTRO</p>	<p>Ongoing</p>

16+ 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
To develop Work experience opportunities	<ul style="list-style-type: none"> Using RB as a starting point for work experience with a minimum of 10 students attending external work experience. 5 students to successfully complete the internship programme. Work with Prospects to identify placements Using student's career's meetings to discuss next steps/career goals Appoint an identified member of staff to support and monitor work experience opportunities 	<ul style="list-style-type: none"> References from employers. Work experience diaries Minutes of meetings 	MMS, Prospects, Post 16 team Identified member of staff	July 2020 September 2019
Differentiated extended learning, personalised to meet the needs of different types of students	<ul style="list-style-type: none"> Observing in other explorer classes Personalised timetables monitored through individual case studies Identifying and securing long term, post school support and provision for individuals within the Explorer Curriculum. 	<ul style="list-style-type: none"> Lesson observations Learning Walks Learning Outcomes Student Case studies 	All KS5 staff	October 2019 Ongoing
Explorer students access the same opportunities as other Post 16 students	<ul style="list-style-type: none"> Create a Life skills room in R67, with café facilities. Hold identified coffee mornings, where explorer students are serving staff and parents Weekly off site visits in the local and wider community 	<ul style="list-style-type: none"> Learning Walks Parental feedback Offsite visit records Photos and learning journals 	KS5 staff Explorer students School staff parents	Sept 2019 November 2019 July 2020
Parental engagement	<ul style="list-style-type: none"> Arrange termly coffee mornings for parents of students in Post 16 Celebrate the success of Post 16, through assemblies, twitter and community engagement programmes. Invite parents in to meet with a variety of post 16 providers as part of a careers event. 	<ul style="list-style-type: none"> Parental Feedback Student case studies 	MMS & LSti Parents KS5 staff	Termly Half termly/termly
For all post 16 students to achieve at least 5 qualifications	<ul style="list-style-type: none"> Offering a personalised curriculum, which encompasses the students differing levels, in order for them to achieve. Half termly KS5 staff meetings to discuss progress, curriculums and accreditation. 	Student personalised data sheets End of year progress data	MMS	Sept 2020 Ongoing

Personal Development 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>To extend the number of staff involved in planning, chairing and writing annual reviews and overseeing agreed actions</p>	<p>Training of newly appointed pastoral leads</p>	<p>Pastoral leads to have effectively completed between 12 – 20 annual review each.</p>	<p>JH /pastoral leads</p>	<p>June 2020</p>
<p>To develop daily wave 2 interventions</p>	<p>Every student to have at least 3 targeted interventions throughout the academic year.</p> <p>Key LSA's to develop specific interventions which are likely to include:</p> <ul style="list-style-type: none"> • SALT • Physiotherapy • Attention/ADHD strategies • Theraplay • Yoga <p>Use of money and time in everyday situations</p>	<p>Intervention outcomes recorded on SIMS</p> <p>Development and sharing of resources</p> <p>External agency training</p>	<p>All staff lead by JH and pastoral leads</p>	<p>July 2020</p>
<p>To ensure that all students are supported by the correct top up funding arrangements</p>	<p>Top up funding bands carefully scrutinised with clearly documented consultations with LA</p>	<p>Funding matches need</p>	<p>JH/DL</p>	<p>March 2020</p>

Personal Development 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
<p>To increase staff understanding of attachment and develop attachment friendly interventions</p>	<p>Whole staff questionnaire</p> <p>Whole staff attachment training</p> <p>Development of attachment related interventions including:</p> <ul style="list-style-type: none"> • Theraplay • School dog • Understanding of safe places 	<p>Staff questionnaire with detailed report – links with the Reece centre (Oxford university)</p> <p>Action plan in place following initial questionnaire</p> <p>Annual report to virtual school</p>	<p>JH/all staff with key staff identified to lead on particular areas of development</p>	<p>June 2020</p>
<p>To ensure competencies are well co-ordinated and managed throughout the year</p>	<p>To co-ordinate competency training throughout year</p>	<p>At least 3 staff to be competency trained for each identified students</p>	<p>JH/PT</p>	<p>June 2020</p>
<p>To ensure personal care and therapy plans are embedded into timetable</p>	<p>Timetables available to all staff outlining detailed plans for personal care and physiotherapy interventions</p>	<p>Toilet facilities co-ordinated to reduce queuing</p> <p>Changing timetables available to key staff and all staff involved understand importance of communication of change</p> <p>Therapy plans carefully co-ordinated and shared with key staff</p>	<p>JH</p>	<p>September 2019 – updated as necessary</p>

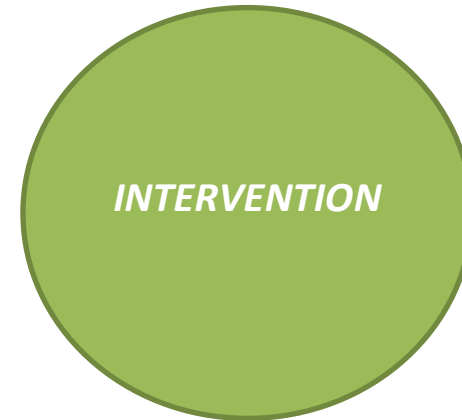
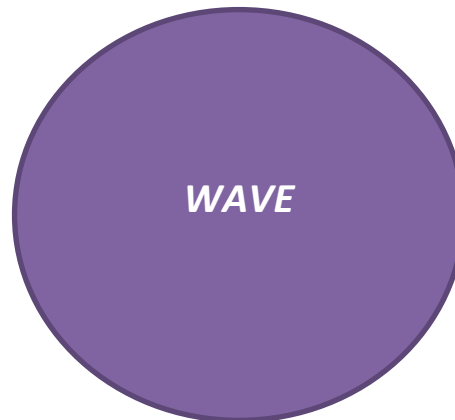
Leadership and Management Safeguarding 2019-2020

Goal Statement	Action (How will we achieve the goal?)	What evidence will we have to show it has been achieved?	Who will be involved?	When will this be achieved by?
Improve e safety awareness	Ongoing training /information sharing Mobile phone policy	Training for students, staff and parents/carers Introduction of new phone policy Achieve 360 quality mark	JH to coordinate JH JH	Ongoing September 2019 December 2019
Continue to keep update on safeguarding practices and policies	Production of hand out for visitors. Safeguarding policy for students – pledge	Visitors to receive information on safeguarding Students views gathered and suitable policy developed (student council)	JH/GF JH/HB	December 2019 March 2020
Production of safeguarding reports using ‘My Concern’	My concern training on new systems	Relevant and useful reporting mechanism in place	JH	March 2020



Riverbank Academy

Innovation Plan September 2019-2020





Our purpose: All students make exceptional progress and lead happy and fulfilled lives

Project 1:	<i>Employment</i>			
Intended Impact:	Students are skilled, prepared and ready for employment opportunities when they leave Riverbank Academy. This plan is designed around a large proportion of students that are appropriately targeted for future employment.			
Measured by:	15 students accessing work experience outside of Riverbank Academy 20 students accessing LASER qualification 1000 "jobs" completed on SIMS			
<i>Developmental Area</i>	How can we achieve this?	Evidence	Who will lead?	When by?
Engage all stakeholders in the importance of employment opportunities	<ul style="list-style-type: none"> ➤ Staff will be informed of our plans to support employment pathways and how this will be achieved on INSET day ➤ Governors will be informed of their role to support Riverbank's student employment pathway ➤ Students and parents will be invited to an assembly to highlight the skills students can learn through internal and external curriculum pathways. ➤ We will appoint two members of staff to focus on the curriculum development of employment skills and employment pathways. 	<ul style="list-style-type: none"> ➤ INSET PowerPoint ➤ Governor employment info document ➤ Parent attendance to the information event ➤ X2 staff appointed 	DL/SLT	All actions completed by December 2019
To establish a framework for implementing work experience opportunities for Riverbank students	<ul style="list-style-type: none"> ➤ To have a structured approach to the curriculum that moves from learning employment skills to implementing and applying employment skills. ➤ To have internal and external approaches to support students in developing employment skills ➤ To introduce a recognised qualification that support employment skills and pathways ➤ For 10 students to attend an external work experience programme ➤ For 5 students to access the supported internship programme in Sept 19 and 8 students in Sept 2020. 	<ul style="list-style-type: none"> ➤ New careers framework published online ➤ Photos ➤ Qualification delivery ➤ Internship enrolment ➤ Work experience involvement 	SLT/MLT Employment Team Prospects	December 2019 July 2019
To embed the language "job" in the context of employment and work	<ul style="list-style-type: none"> ➤ To add a new achievement SIMs category titled "Job Completed" ➤ 1000 jobs recorded on SIMs from September 2019-July 2020 ➤ As part of our school creative day assign jobs to tutor groups so they have an opportunity to produce something as a team (photographer, drawer, film producer, leader, creator etc). ➤ Ask staff to reference jobs and employment more frequently in lessons (have an "employment week" where staff are encouraged to reference different jobs to students during their teaching). 	<ul style="list-style-type: none"> ➤ SIMS record of jobs ➤ Creative day photos 	DL/SB DL/MMS/ Creative day	September 2019 (1000 = July 2020) 18 th March 2019



Our purpose: All students make exceptional progress and lead happy and fulfilled lives

Project 2:	Wave			
Intended Impact:	Improved attendance, behaviour, learning and progress for 4 students			
Measured by:	Half termly and termly key performance indicators for attendance, behaviour, progress and intervention			
<i>Developmental Area</i>	How can we achieve this?	Evidence	Who will lead?	When by?
Staff deployment in the Wave provision creates a strong team with excellent outcomes	<ul style="list-style-type: none"> ➤ Clear staffing structure for the wave provision ➤ Clear timetable model for the wave provision ➤ Ensure £57,000 is received from the local authority to maintain the annual functionality of the Wave (on costs/staffing/resources etc). ➤ Staff briefed on the Wave provision, sharing the rationale and its purpose 	<ul style="list-style-type: none"> ➤ Navigator staffing model ➤ Timetables ➤ LA funding agreement confirmation in writing ➤ Wave rationale 	DL/KK	Sept 2019 and adaptations made by October 2019
Curriculum and Assessment is appropriate and maximises student outcomes	<ul style="list-style-type: none"> ➤ Each Wave student will have a 1 page case study which is modelled against the 16+ pen picture ➤ Each case study will include information on their individual profile, curriculum, assessment method, progress and destination (next steps). ➤ The quality of the curriculum and assessment will be reviewed termly with Amanda Clugston, our school improvement partner. 	<ul style="list-style-type: none"> ➤ X4/5 Case studies ➤ Amanda Clugston Report on Wave impact 	KK/Sowe team	Case studies completed by October 2019 and reviewed in March 2020 and June 2020
Health and safety and safeguarding measures are at kept at the forefront of practice	<ul style="list-style-type: none"> ➤ Individual student PHIPS are updated to reflect the new Wave provision and environment ➤ Staff accessing the Wave provision are clear on the evacuation procedures ➤ Staff accessing the Wave provision are informed that they need to complete the Risk Assessment course on iHasco ➤ Staff accessing the Wave are clear on the reporting mechanisms for safeguarding which is monitored closely by the safeguarding lead as the Wave provision is positioned away from the main school building. 	PHIPS Evacuation/fire procedure updated iHASCO record log Safeguarding Referrals	MMS MMS DL JH	PHIPS ready for October 2019 Fire Evacuation Sept 2019



Our purpose: All students make exceptional progress and lead happy and fulfilled lives

Project 3:	<i>Interventions</i>			
Intended Impact:	Impact will be measured against the success and achievement of individual targets which will be highly personalised and informed by parents, external agencies and Riverbank staff.			
Measured by:	95% students achieve one target over the year, 80% students achieve two targets over the year, 70% of students achieve three targets over the year			
<i>Developmental Area</i>	How can we achieve this?	Evidence	Who will lead?	When by?
Engage all stakeholders in the importance and relevance of interventions	<ul style="list-style-type: none"> ➤ Intervention programme shared with governors with the SEND link governor having an overview of its impact ➤ Pastoral leaders trained in supporting the delivering and monitoring of whole school interventions ➤ Pastoral leader meetings scheduled half termly to embed the systematic leadership of interventions ➤ Intervention programme shared with all staff on INSET day on the importance and relevance of interventions. 	<ul style="list-style-type: none"> ➤ Governor visit documents ➤ INSET ppt ➤ Pastoral leader meeting minutes 	JH/Pastoral Leaders	Launch and awareness by December 2019
Ensure all staff are clear and confident in what they will be doing during morning Interventions	<ul style="list-style-type: none"> ➤ A spreadsheet will be shared with all staff that clearly shows who is supporting each student and what intervention they are working on. ➤ Specific staff CPD will be identified through the emerging needs and targets. ➤ Staff CPD and skills will inform which groups of students, staff work with for interventions 	<ul style="list-style-type: none"> ➤ Spreadsheet of interventions ➤ CPD tracker 	JH/Pastoral Leaders/All staff ML CPD Spreadsheet	The intervention and CPD spreadsheet will be monitored and updated on a regular basis
To monitor and analyse the impact of interventions to inform future practices	<ul style="list-style-type: none"> ➤ To provide termly KPIs for the senior and pastoral leadership team ➤ Use the KPIs to identify strengths and developmental areas within each intervention ➤ To implement the assessment cycle for interventions in line with our whole school assessment and recording cycle. ➤ Where developmental areas are identified, work with pastoral leaders and other staff members to promote best practice on the breadth and depth of interventions. 	SIMS Tracker KPIs	JH/SLT/Pastoral Leaders	Reviewed Termly