



THE COURT SCHOOL

The Court School

Summary of School Improvement Plan

2023/24

TRAUMATM
INFORMED UK
SCHOOLS
TISUK Award winning school

Motto & Values

Motto: Keep calm – keep learning!

Court School Values:

- Keep everyone safe
- Stay positive
- Communicate effectively
- Respect our differences
- Be flexible
- Maintain high expectations

Phrases that underpin our daily practice:

- All of our actions should be anxiety reducing not anxiety inducing. (TIS)
- *“When a flower doesn’t bloom you fix the environment in which it grows, not the flower”.*
(Quote Alexander Den Heijer)

Self-Evaluation Summary

<i>Inspection Area:</i>	<i>Strengths:</i>	<i>Areas for Development:</i>	<i>RAYG Rating:</i>
IA1 – Learning	<ul style="list-style-type: none"> ▪ The listening skills of many pupils are well above expectations. ▪ Many pupils make excellent progress in learning particularly in reading. ▪ Nearly all pupils develop skills they need to help them prepare for future life, e.g. resilience, self-regulation and ability to trust adults. 	<ul style="list-style-type: none"> ▪ A minority of pupils are able to speak and respond to spoken Welsh. <u>SIP target 2023-24.</u> ▪ A majority of pupils do not have writing skills that are commensurate with their chronological age (this is often linked to significant time out of school/low self-esteem). 	Yellow
IA2 - Wellbeing and attitudes to learning	<ul style="list-style-type: none"> ▪ Many pupils develop their physical skills and successfully engage in high quality activities during structured and unstructured periods. ▪ Most pupils demonstrate very good behaviour nearly all of the time and are considerate and relate well to each other/adults (compared to pre-placement). ▪ The feedback we have from parents and carers is nearly all exceptional particularly in relation to attitudes towards school and learning. 	<ul style="list-style-type: none"> ▪ A majority of pupils do not make healthy choices, e.g. food, drink and sleep. <u>SIP target 2023-24.</u> 	Green
IA3 - Teaching and learning experiences	<ul style="list-style-type: none"> ▪ The curriculum is highly creative and personalised and is strongly aligned to the school's vision and shared values. ▪ The school successfully prioritises authentic and motivating learning 	<ul style="list-style-type: none"> ▪ The collation of assessment information and clarity of objectives was negatively impacted during last academic year (mainly due to our new, large and complex cohort). <u>SIP target 2023-24.</u> 	Yellow

	<p>experiences for pupils with a strong focus on hands on activities and experiences.</p> <ul style="list-style-type: none"> ▪ The practice of staff is highly effective in most cases in relation to engagement of pupils and development of skills. ▪ Discussion and verbal feedback are used well to help pupils know how well they are doing and what they need to do to improve. 	<ul style="list-style-type: none"> ▪ Provision for development of Welsh language skills is improving but still requires development. <u>SIP target 2023-24.</u> 	
IA4 – Care, support and guidance	<ul style="list-style-type: none"> ▪ The school prioritises highly effective trauma informed approaches that support pupils’ personal development and wellbeing. ▪ Nearly all staff-pupil relationships are exceptional. ▪ In many cases Learner Profiles (case studies/tracking tool) are proving to be valuable in demonstrating the progress pupils have made from their individual starting points. ▪ The school’s approach to safeguarding successfully promotes and supports a culture of safety and wellbeing. 	<ul style="list-style-type: none"> ▪ There are a few inconsistencies in relation to knowledge and implementation of relational play and active learning. <u>SIP target 2023-24.</u> ▪ The school is working hard to reintroduce appropriate acts of collective worship. However, this is proving to be more challenging with pupils who have not attended much school mainly due to the pandemic/↑ anxiety. 	Green
IA5 – Leadership and management	<ul style="list-style-type: none"> ▪ The school has a highly effective vision, motto and shared values that are reflected in every practice. Impact → Most pupils make outstanding progress (academic and development of skills). ▪ Governors understand and discharge their roles and 	<ul style="list-style-type: none"> ▪ The effectiveness of the AoLE leader role is inconsistent mainly due to the lack of capacity and need for teachers to be operational. <u>SIP target 2023-24.</u> ▪ The HT is now still highly operational due to unforeseen circumstances – September ‘23. (We 	Yellow

	<p>responsibilities successfully and provide the appropriate balance of support and challenge. (The composition of the body has been strengthened enormously over the past couple of years).</p> <ul style="list-style-type: none"> ▪ The school has exceptional relationships with nearly all families and a there is a strong emphasis placed on regular communication and positive support. Impact → Improved life chances for pupils and families. ▪ Senior leaders at the school have been highly effective in improving weak aspects of provision, e.g. pedagogical approaches with complex, traumatised and vulnerable children. Impact - ↑ wellbeing and learning → KS3 placement. 	<p>understand that the role of middle leaders needs to evolve and develop to mitigate this risk).</p>	
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Summary of SIP 2023-24

Inspection area	IA1 - Learning	IA2 - Wellbeing and attitudes to learning	IA3 - Teaching and learning experiences	IA4 - Care, support and guidance	IA5 - Leadership and management	Inspection area
Target	Target - Improve pupils' ability to speak and respond to spoken Welsh, taking into account pupils' starting points.	Target - To support pupils and families to make healthy choices (physical exercise, food/drink and sleep.	Target - Develop and embed assessment procedures specific to the complexity of pupil need within the Curriculum for Wales framework.	Target - To further develop the knowledge and application of play across the school.	Target - Continue to develop the leadership skills of Areas of Learning and Experience (AoLE) coordinators.	Target
Why?	A minority of pupils are able to speak and respond to spoken Welsh.	A majority of pupils do not make healthy choices.	Collation of assessment information/clarity of objectives negatively impacted last academic year (complexity pupils-all staff highly operational).	There are a few inconsistencies in relation to knowledge/implementation play/active learning.	Effectiveness of the AoLE leader role in inconsistent.	Why?
How?	Word/phrase of the week, staff training, Siarter Iath, Seren Gymreig.	Daily activity, ext. organisations, healthy cooking, healthy snack, grow/eat, training re. sleep-dedicated lessons.	Clarity re. baseline, Boxall, training re. SMART targets, Taith 360 best practice, evolution Learner Profiles (explore dig. alternative).	Play/PACE training-TIS Webinar (Attachment Play), what and why Twilight, whole school events.	Solution focused discussion re. expectations and NEEDS (e.g. time), termly meetings and Teaching Continua (Leadership).	How?
UPDATED 16/10/23						

IA1 - Improve pupils' ability to speak and respond to spoken Welsh, taking into account pupils' starting points

Milestones

<i>By the end of the <u>Autumn term</u> we will have:</i>	<i>By the end of the <u>Spring term</u> we will have:</i>	<i>By the end of the <u>Summer term</u> we will have:</i>
<ul style="list-style-type: none"> ▪ Reintroduced Welsh word/phrase of the week. ▪ Celebrated Shwmae day. ▪ Introduced Welsh speaker of the week. ▪ Organised staff training – ONGOING. ▪ Attended Siarter Iath briefing and discussed ideas with SLT. 	<ul style="list-style-type: none"> ▪ Reinforced basic Welsh during 'token shop' sessions – ONGOING. ▪ Monitored actions linked to implementation of target. 	<ul style="list-style-type: none"> ▪ Evaluated the effectiveness of implementation of target: <p><i>Improve pupils' ability to speak and respond to spoken Welsh, taking into account pupils' starting points.</i></p>

IA2 - To support pupils and families to make healthy choices

Milestones

<i>By the end of the <u>Autumn term</u> we will have:</i>	<i>By the end of the <u>Spring term</u> we will have:</i>	<i>By the end of the <u>Summer term</u> we will have:</i>
<ul style="list-style-type: none"> ▪ Ensured external organisations are fully briefed and expectations are clear. ▪ Provided pupils with drinks/encourage them to fill their bottles throughout the course of the day – ONGOING. ▪ Ensured there are dedicated healthy snack times throughout the day – ONGOING. ▪ Re-establish link with Cardiff Healthy Schools network. 	<ul style="list-style-type: none"> ▪ Planned and delivered daily physical activities for pupils. ▪ Extended physical exercise ‘menu’ and strengthened existing partnerships. ▪ Delivered healthy eating sessions and incorporated healthy eating into cooking/kitchen sessions – ONGOING. ▪ Organised healthy cooking sessions with vulnerable families (to develop skills). ▪ Delivered training regarding sleep/impact of poor sleep on functioning of the brain. ▪ Planned and delivered lessons regarding the importance of sleep. ▪ Monitored actions linked to implementation of target. 	<ul style="list-style-type: none"> ▪ Grown and eaten fruit and vegetables that the pupils have planted and maintained. ▪ Evaluated the effectiveness of implementation of target: <p><i>To support pupils and families to make <u>healthy choices</u>.</i></p> <p>→ <i>Physical exercise (a)</i></p> <p>→ <i>Food and drink (b)</i></p> <p>→ <i>Sleep (c)</i></p>

IA3 – Develop/embed assessment procedures specific to the complexity of learner need within the CfW framework

Milestones

<i>By the end of the <u>Autumn term</u> we will have:</i>	<i>By the end of the <u>Spring term</u> we will have:</i>	<i>By the end of the <u>Summer term</u> we will have:</i>
<ul style="list-style-type: none"> ▪ Ensured pupils undertake baseline assessments (phonics, reading and numeracy). ▪ Completed Boxall profile (online). ▪ Set literacy, numeracy and wellbeing targets. ▪ Met to explore 'best practice' in relation to use of Taith 360 – ONGOING. ▪ Monitored use of Taith 360 and provided personalised feedback – ONGOING. ▪ Update Learner Profiles – ONGOING. 	<ul style="list-style-type: none"> ▪ Provided training regarding setting SMART targets. ▪ Reviewed literacy, numeracy and wellbeing targets and updated accordingly. ▪ Monitored actions linked to implementation of target. 	<ul style="list-style-type: none"> ▪ Ensured pupils undertake assessments (phonics, reading and numeracy). ▪ Completed Boxall profile (online). ▪ Evaluated the effectiveness of implementation of target: <p><i>Develop and embed <u>assessment procedures</u> specific to the complexity of learner need within the Curriculum for Wales framework.</i></p>

IA4 - To further embed the knowledge and application/provision of play across the school

Milestones

<i>By the end of the <u>Autumn term</u> we will have:</i>	<i>By the end of the <u>Spring term</u> we will have:</i>	<i>By the end of the <u>Summer term</u> we will have:</i>
<ul style="list-style-type: none">▪ Delivered session regarding importance of play during INSET day.▪ Explored <u>what</u> is play and <u>why</u> we play (at the Court School).▪ Watched webinar 'Attachment Play: the science, psychology and a wealth of interventions for one to one sessions in schools'.	<ul style="list-style-type: none">▪ Coordinated whole school events with a focus on organised play.▪ Introduced more (whole school) competitions such as chess and pool.▪ Explored option of external agencies to sponsor (whole school) events.▪ Monitored actions linked to implementation of target.	<ul style="list-style-type: none">▪ Evaluated the effectiveness of implementation of target: <p><i>To further embed the knowledge and application/provision of play across the school.</i></p>

IA5 - Continue to develop the leadership skills of Areas of Learning and Experience (AoLE) coordinators

Milestones

<i>By the end of the <u>Autumn term</u> we will have:</i>	<i>By the end of the <u>Spring term</u> we will have:</i>	<i>By the end of the <u>Summer term</u> we will have:</i>
<ul style="list-style-type: none"> ▪ Discussed expectations of AoLE coordinators and explored what they NEED to undertake key tasks such as: <ul style="list-style-type: none"> → Identify strengths and areas for development. → Produce updated audit/action plan. → Participate in 'book looks' and learning walks? → Have an overview of work undertaken throughout the year and identify gaps. ▪ Initiated AoLE coordinator meetings – ONGOING. ▪ Completed Teaching Continua-non pedagogy self-evaluation → Leadership. (The above will be used as part of the PM process). 	<ul style="list-style-type: none"> ▪ Monitored actions linked to implementation of target. 	<ul style="list-style-type: none"> ▪ Evaluated the effectiveness of implementation of target: <p><i>Continue to develop the <u>leadership skills</u> of Areas of Learning and Experience (AoLE) coordinators.</i></p>

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