



Broadening Horizons

College Improvement Plan 2024-27 Evaluated

Ratified by the Governing Body on 30 September 2024

Summary of evaluation of objectives College Improvement Plan 2024-27 (July 2025)

Curriculum	1.1	1.2	1.3	1.4	1.5	1.6
Personal Development	2.1	2.2	2.3	2.4	2.5	
Partnership and Community	3.1	3.2	3.3	3.4		
Professional Development	4.1	4.2	4.3	4.4		

ACHIEVED – COMPLETED BY JULY 2025 = 15/19 (79%)

PARTLY ACHIEVED/ONGOING – FURTHER DEVELOPMENT REQUIRED = 2/19 (10%)

NOT ACHIEVED – TO BE TAKEN FORWARD = 2/19 (0%)

NOT ACHIEVED – NO LONGER A PRIORITY = 2/19 (11%)

Both objectives that weren't achieved were around securing a new Sixth Form base, reliant on Dorset Council.

TOTAL OBJECTIVES ACHIEVED OR PARTLY ACHIEVED IN COLLEGE IMPROVEMENT PLAN = 89%

Abbreviations:

QEC – Quality of Education Committee

PDC – Personal Development Committee

FPC – Finance and Premises Committee

Westfield Arts College

Improvement Plan on a Page

2024 - 2025

STUDENT VOICE ACTION PLAN

1. Collect for a local food bank and develop community links for environmental awareness
2. Develop ideas for a new sensory classroom and outdoor learning
3. Organise a whole school all-day beach clean involving the local community
4. Organise fund raising activities to support Westfield and other charity organisations

AIM 1: CURRICULUM

- 1.1 To develop provision for outdoor learning
- 1.2 To develop employment opportunities for Sixth Form based at County Hall
- 1.3 To develop use of Personal Learning Goals and Insights on Evidence for Learning
- 1.4 To develop communication approaches across the school
- 1.5 To develop Computing curriculum and resources
- 1.6 Implement new Provision Mapping software

BROADENING HORIZONS

AIMS

1. To offer each of our pupils an exciting, well-balanced curriculum and outstanding opportunities that support them to meet their full potential.
2. To provide a safe and happy learning environment in which our pupils grow into confident, independent young people able to make a positive contribution to society.
3. To hold the pupil at the centre of everything we do by working in close partnership with them, their parents and carers, external agencies and the community beyond the school.
4. To maintain and further develop a superb staff and governor team that is able to offer our pupils education and care of the highest quality.

AIM 2: PERSONAL DEVELOPMENT

- 2.1 To secure and develop new Sixth Form premises in partnership with Dorset Council
- 2.2 To further develop the work of the Student Voice
- 2.3 To further develop pupil communication and support emotional literacy
- 2.4 Develop attendance procedures and tracking to increase pupil attendance
- 2.5 Develop an effective intervention strategy which supports all disadvantaged pupils at Westfield

AIM 3: PARTNERSHIP AND COMMUNITY

- 3.1 To secure and develop new Sixth Form premises in partnership with Dorset Council (see also 2.1)
- 3.2 To develop links with external employers
- 3.3 To implement the budget recovery plan, reviewing income, expenditure and staffing structure to ensure sustainability
- 3.4 To develop use of SIMS to support systems and procedures and communication with parent carers

AIM 4: PROFESSIONAL DEVELOPMENT

- 4.1 To provide staff and Governor training
- 4.2 To implement enhanced financial monitoring and reporting procedures
- 4.3 To review succession planning and future options for curriculum provision
- 4.4 To maintain continued focus on supporting staff wellbeing

Aim 1: Developing Curriculum		To offer each of our pupils an exciting, well-balanced curriculum and outstanding opportunities that support them to achieve their full potential.			
Intent	Actions	Lead Staff/ Finance	Implementation	Further development	Intended impact on pupils (Monitoring and Evaluation)
1.1 To develop provision for outdoor learning	1. Register as a centre for DofE programme 2. Bid for funding to support sensory regulation 3. Student Voice lead repairs to Sensory Garden	Simon D £1275 LAG bid for £5000	a. Simon D to register as DofE centre. Attend training with Jimmy D. deliver DofE programme. b. Submit bid to LAG for £5000 funding. Review quotes for cost of equipment and resources. Arrange contractor to complete work. c. Student Voice contact Weymouth Sealife for repairs to Sensory Garden. Make arrangements for repairs to be completed. Publicise work to parents carers and community	Review cost of DofE programme against impact. Further review of sensory regulation equipment in outdoor spaces. Monitor Sensory Garden	All pupils have access to a wide range of outdoor activities and experiences through targeted timetabled sessions. Carefully maintained and purchased resources add to the quality of the offer and pupils' experience. (SLT, Leader of Learning, staff feedback, QEC)
Evaluation of Impact: a. Simon D registered Westfield as a DofE centre and the programme was delivered for Bronze and Silver Awards. Achieved b. A bid was submitted for LAG funding and £5000 was agreed. This was ringfenced for a new playground swing. Companies were researched and a visit arranged with Creative Play. The new swing will be installed in August 2025. A trim trail will also be included in the project and an additional bid for LAG funding has been submitted. Achieved c. Student Voice contacted the Sealife Centre regarding repairs for the Sensory Garden. Volunteers attended site in Easter and Summer holidays to make repairs and refurbishments to the area. Achieved					
1.2 To develop employment opportunities for Sixth Form based at Dorset Council County Hall	1. To secure access to classroom at County Hall 2. To identify student group, timetable and activities 3. To secure employment opportunities	Naomi H Susie J Sixth Form teacher £4600 fee £10,000 costs	a. SK to liaise with Dorset Council and secure accommodation at County Hall b. NH and SJ to plan activities and timetable for student group using County Hall as a base c. Liaise with internship team at Dorset Council to identify opportunities for work experience d. Angie Read and Marianne Mills identify and contact businesses and organisations for employability and work experience opportunities e. Secure work experience links for all students	Continue with developments to work experience programme and widen range of employers for placements. Partnership with DC to deliver placements.	Sixth Form students have the opportunity to work from a base at County Hall and in a widening range of work placements, providing meaningful opportunities for the future. (NH, SJ, Sixth Form Teachers, SLT, QEC/PDC)

	Evaluation of Impact: a. SK liaised with Dorset Council to secure a base at County Hall. Refurbishments were completed over summer 2024 and the base used from October 2024. b. NH and SJ planned activities and a timetable for the students, supported by Angie Read, teacher for Westfield@Work. c. Meetings took place with the Internship team at Dorset Council and we researched supported internships for Westfield. Neither options were appropriate for students due to the amount of time they were required to work. We focussed instead on creating a range of personalised work experience options working directly with employers. d. AR and MM have developed a wider range of work experience opportunities for students this year. Successful links were made for all Westfield@Work students. Achieved				
1.3 To develop use of Personal Learning Goals and Insights on Evidence for Learning	1. Review collection of pupil data 2. Use schema on the system – T,D,A,S and tracker progress	Naomi H All staff Annual cost of Efl £3,228	a. NH to provide training for all staff in collection of data b. NH to use Insights to analyse and extract data to share with staff and report to Governors c. Pupil data shared at Annual Reviews and annual report d. Arrange working group to develop framework for Communication on Efl (see 1.4)	Continuous review of Efl, PLGs and Insights to ensure it meets purpose.	Every Westfield learner has Personal Learning Goals that measures their progress towards long term outcomes in EHCPs. Progress is analysed using Insights element of Efl. (NH, SLT, QEC/PDC)
	Evaluation of Impact: a. NH provided training for all teachers in collection of data, reminders being provided through the year. NH offers continuous support to staff and carries out termly monitoring of the documents by checking all short-term targets are up to date and regularly assessed. b. NH has used Insights (additional purchased element of Efl) to extract and analyse data from the system and has shared this with staff and reported to Governors. The intention is to start to add the PLG element to this software so we can assess targets and complete some data analysis around the PLGs. c. Pupil progress data has been shared at Annual Review meetings and with the annual report to parent/carers. d. A working group was set up to develop a framework for communication on Efl. The SCERTS framework has also been developed by the communication and SCERTS working group. Achieved				
1.4 To develop communication approaches across the school	1. Identify key areas for development and identify actions 2. Regular Communication Group meetings to monitor progress and developments	Nicky P Laura CT Naomi H £449	a. Fit new core boards for outdoor spaces and accessible door signage to support communication b. Regular meetings of communication team to review and develop strategies and practice c. Introduce revised approach to total communication to improve continuity throughout the school d. Arrange working group to develop framework for Communication on Efl	Continued annual planning for Communications identifies actions for further development.	Communication practices across the school are developed through a structured plan and regular meetings of the communication group. This leads to improved support and outcomes for pupils identified with needing communication support. (SLT, LC, NP, QEC)

Evaluation of Impact: a. Core Boards have been installed for outdoor and indoor shared spaces and door signage to improve accessibility across the school. A consistent framework for core boards has been shared via Widgit, highlighted in whole school training. Colourful semantics has been used in line with grid. b. A core communication team have met regularly to review and develop practice. This has resulted in consistent use of symbols and signage across the school, and a growing bank of communication resources stored on the network and widget online. Consistent shared approaches have been developed and implemented; twenty grid subscriptions for class iPads, word of the week curriculum programme, total communication environment support, sign along coffee mornings, sign of the week and displays, consistent positive directives used by all members of staff are the most impactful to mention. Communication Leads Nicky and Laura have led the implementation of all that is mentioned above, reviewed and reflected on impact weekly, feedback to the communication group and presented developments to Governor's Quality of Education committee. c. Additional and amended resources, used consistently across the school, have developed the approach to Total Communication, as mentioned above. d. A working group was set up to develop a framework for communication on EFL. The Blanks Levels (TALC) have been uploaded onto EFL. Whole school TALC training was delivered and resources shared. Nicky and Laura continued to link with the TADDS communication group and are now chairing a Westfield SCERTs working group as well as initiatives shared via TADDS meetings (such as core boards being in use for active sessions such as swimming). Achieved					
1.5 To develop Computing curriculum and resources	1. Develop Primary computing resources to meet needs of learners 2. Complete computing audit to identify areas for development	Matt D Naomi H £200	a. Work with NCCE (National Centre for Computing Education) to complete audit b. Form a Computing cluster with other TADSS schools, identifying and participating in CPD for Teach Computing c. Identify how Computer Science can inform delivery in other subjects d. Identify and purchase resources to make ICT and Computing more accessible to Primary and other complex needs students	Continue to develop and embed the profile of Computing across the school. Identify opportunities across TADSS schools	Pupils will benefit from an improved Computing curriculum and opportunities that are suited to their needs. Primary pupils will have access to appropriate resources and teaching. (SLT, NH, MD, QEC)
Evaluation of Impact: a. NCCE was investigated but was felt to be a mainstream resource. We will require specialist resources for pupils coming through the school and will discuss at ICT Strategy group meetings. b. Matt and Naomi attempted to form a computing cluster with other TADSS schools but there hasn't been sufficient interest to form a group. c. This is part of the philosophy of computing; we skill up students to support them in other curriculum subjects. Every group use technology throughout the school with a focus on internet safety. We use Microsoft and Google Office suites so students can evidence their learning using technology. We use tech to break down barriers to learning, such as microphones to dictate, and teach students read-back facilities on websites, etc. Technology is used for creative purposes to support the arts, such as 3D printing, pixel art, etc. d. Resources have been identified. Due to budget challenges, we haven't yet purchased new resources but will discuss through ICT Strategy group. Partially achieved					

1.6 Implement new Provision Mapping software	1. Research Provision Mapping options and identify one 2. Introduce new Provision Map and monitor progress and impact	Naomi H Amanda E £500	a. Research options and discuss with SLT. Identify best option for Westfield b. Implement Provision Mapping software and transfer data c. Track and monitor progress through Interventions team meetings d. Identify areas for development	Continue to develop and embed the Provision Map to ensure equity	Provision Mapping software will improve tracking of interventions and equity of access for all pupils. Pupils will benefit from personalised support. (SLT, NH, AE, QEC)
	Evaluation of Impact: a. Aisla M-W researched different options for Provision Mapping software, all slightly different in what they produce. She recommended we use our MIS, SIMS, to collate data. b. We began to use SIMS to map pupil provision. Additional information was inputted into the system, such as diagnoses and medical conditions. c. Using SIMS it became apparent that it could not offer what we require in terms of mapping provision. It has many useful features but does not meet our need for a Provision Map. d. We will need to buy a software tool specifically for Provision Mapping. We plan to add this to the budget for 26-27. Partially achieved				

Aim 2: Enhancing Personal Development and Environment		To provide a safe and happy learning environment in which our pupils grow into confident, independent young people with the skills they need to make a positive contribution to society.			
Intent	Actions	Lead Staff/ Finance	Implementation	Further development	Intended impact on pupils (Monitoring and Evaluation)
2.1 To secure and develop new Sixth Form premises in partnership with Dorset Council	1. Secure accommodation 2. Inform and consult stakeholders 3. Ensure full involvement in planning and design to recognise future need	Seán K Karen B Clair A SLT Susie J	a. Work with Dorset Council to secure building. Regular meetings with DC leads to ensure accommodation is fit for purpose b. Run consultation process supported by DC to gather views of stakeholders c. Full involvement in planning and design to ensure building meets future needs d. Develop temporary provision (see 1.2) to translate to new building when completed a. Make arrangements for move to new premises and identify resources required for full opening	Identify long term plan for Sixth Form development based on location of new premises and access to local community resources.	Students will be involved in planning and developing a new Sixth Form accommodation which is fit for purpose and meets their needs into the future. They will have improved opportunities to develop life and employment skills in a range of settings. (SK, SJ, SLT, PDC)
Evaluation of Impact: We have developed a provision for a Sixth Form group, Westfield@Work, at Dorset Council in Dorchester (see 1.2). Planning for a permanent Sixth Form site in Dorchester has been put on hold by Dorset Council due to the rising cost of altering the identified building. A significant amount of planning work took place towards this, including full design proposals. This project is paused at present. Not achieved					
2.2 To further develop the work of the Student Voice	1. Continue to strengthen Student Voice through regular meetings 2. Identify key areas for pupils to influence and include Student Voice action plan in CIP	Lize W	a. Review of previous year's action plan and developments and evaluate b. Ensure monthly Student Voice meetings are held and feedback provided to classes c. Student Voice to monitor progress of their action plan through meetings d. Invite relevant guests to meetings as required e. Involvement in school processes including recruitment of new staff f. Track progress towards identified areas Publicise achievements as appropriate	Review of Student Voice work from previous year. Use action plan to identify next areas for development.	Pupils across the school have an opportunity to be represented on Student Voice, expressing pupil voice and leading changes to areas in the school. They represent pupils of all ages. Their achievements are recognised and celebrated. They monitor the progress of their action plan and this is incorporated in the CIP. (LW, SLT, PDC)
Evaluation of Impact: a. Student Voice reviewed and evaluated the previous action plan and shared their achievements in an assembly.					

	b. Student Voice meetings are held monthly for Primary and Secondary, supported by Lize Wootten. Symbolised summaries of the meetings are shared with all classes. c. Student Voice monitor their action plan each meeting to keep track of progress and events through the year. New ideas are raised in meetings and shared through assembly. d. This year the School Business Manager and School Cook have attended meetings to talk about food options at lunchtime. Student Voice have also worked with Shal Hurron from Dorset Council's Youth Voice and taken part in projects. e. Student Voice members have supported teacher interviews. f. Student Voice achievements have been shared through assemblies and on the website and social media. Achieved				
2.3 To further develop pupil communication and support emotional literacy	1. Provide further training in Zones of Regulation to enhance practice across the school 2. Introduce core boards to support Communication and access	SaLT Simon D Amanda E Nicky P Laura CT £ see 1.4	a. Whole staff training in Zones of Regulation b. Review use of ZoR through Therapeutic Behaviour group c. SaLT and Communication team develop strategies for teaching emotional literacy d. Introduce core boards and signage to support Communication access and regulation of pupils (see 1.4) e. Develop remit of Communication Champions	Continue to review impact of Zones of Regulation and Communication support	Zones of Regulation are used widely across the school to support pupils with their emotional literacy and regulation. Communication strategies support their access to understanding of language and instructions. (SaLT, SLT, QEC/PDC)
	Evaluation of Impact: a. Training for all staff on Zones of Regulation was delivered in September 2024. b. Therapeutic Behaviour group have discussed and reviewed the use of Zones of Regulation. It is used to promote emotional literacy in young people. We purchased the ZoR online resource which includes lesson plans and activities. We have a Widgit resource pack for ZoR. c. A consistent approach and resources have been developed linking to Therapeutic Thinking and ZoR/emotional regulation. Our SaLT and assistant have introduce Social Thinkers as a programme for teaching emotional literacy. d. Core boards and door signage were introduced to support pupils' access to communication and to support regulation. This has been successful in providing consistent visual cues. e. A core group of staff lead and champion the development of communication across the school. They meet regularly as a team, including the Speech and Language Therapist. The group has expanded to include Early Years and Primary staff. They have set up specific working groups including SCERTS, Supercore (Word of the Week) and SignAlong events. Achieved				
2.4 Develop attendance procedures and tracking to increase pupil attendance	1. Review and implement new national statutory attendance guidance 2. work with Chesil Inclusion lead to	SLT Karen B Lindsay W Dorset Council	a. Review new guidance and implement changes. Share new Request for Absence template and letter to parents confirming new guidance and procedures b. Liaise with Becky Woolmington, Chesil Inclusion lead, to discuss concerns and actions	Continued focus on attendance issues and concerns, discussing with multi-disciplinary	New attendance guidance is implemented and followed. Chesil Locality lead and Social Care are represented at meetings to ensure robust strategies are in place. Pupil attendance is increased to 92-94%.

	support strategies for increasing attendance		c. Ensure all staff are aware of new guidance and expectations. Discuss at Vulnerable Children's group with attendance from Becky Woolmington and Social Care d. Regular tracking and monitoring of pupil attendance and reporting to Governors to ensure best practice	teams to share context and strategies	(SLT, Governors, PDC)
Evaluation of Impact: a. We reviewed the National guidance for attendance and updated our policy and procedures. We incorporated advice through the Chesil Challenge, working with Mark Rowland. b. We have open communication with the Chesil Inclusion Lead. We are still awaiting a review of our attendance with the Locality Provision Leads, which is recommended good practice. c. Attendance is reviewed every month at Vulnerable Pupils group. There is focus on children whose attendance has dropped and improved. Guidance was circulated to all staff and updates provided through staff meeting and to Governors. d. Lindsay Wade in the admin team is the attendance officer and tracks and monitors attendance every day. Concerns are raised quickly with class teachers and through the Vulnerable Children group which meets fortnightly. Achieved					
2.5 Develop an effective intervention strategy which supports all disadvantaged pupils at Westfield	1. Review current approaches /interventions offer 2. Plan and implement changes for Sept 2024 3. Create new Pupil Premium Strategy 4. Review impact of changes June 2025 in preparation for Sept 2025	SLT Karen B Naomi H	a. Review current programme of interventions, draft new timetables for Intervention Team (Tracey Holland and Sandra Crawford) and Communication Support (Elaine Trent) which allow time for support in class and assessments rather than withdrawing individuals/small groups. b. Identify individuals who need specific SALT, 1:1 input/programmes out of class. c. Ensure all staff understand aims of new approach, upskill all staff in a range of approaches to improve quality of teaching and learning for all pupils. Areas will include narrative therapy, shape coding, brick-by-brick, peer buddies, sign along, 'We thinkers'. d. Work with Educational Consultant Marc Rowlands, visit 20.9.24, and Chesil Educational Challenge Leads as part of Chesil Challenge Project.	Continued focus on improving quality and range of interventions for all disadvantaged pupils.	Westfield have an effective strategy which supports all disadvantaged pupils. Pupil Premium Strategy acknowledges commitment to raising quality of teaching and learning for all pupils. (KB, SLT, Governors, PDC)

			e.Draft new Pupil Premium Strategy (KB) Track and evaluate progress through team meetings (NH)		
Evaluation of Impact: a. The way we operate interventions was reviewed and amended to provide more support in class. ET and SC both retired during the year, and their positions were not replaced, so interventions have run differently. There is a greater focus on communication interventions. b. Pupils requiring SaLT or 1:1 input were identified. Tracey Holland delivers individual communication interventions and SaLT programmes in liaison with Diane Lewis, our SaLT. c. Communication Leads have led staff meetings to train staff in specific communication strategies. Prior to her departure, Sandra Crawford supported class teams to develop skills in delivering programmes including Narrative Therapy. d. We hosted a visit from educational consultant Marc Rowlands in September 24, who gave advice regarding our Pupil Premium strategy. This was rewritten and submitted in December 2024. A follow-up visit with Richard Howes, Education Challenge Lead, took place in July 2025. Achieved					

Aim 3: Developing Partnership		To work in close partnership with parents and carers, external agencies and the community beyond the school for the benefit of our pupils.			
Intent	Actions	Lead Staff/ Finance	Implementation	Further development	Intended impact on pupils (Monitoring and Evaluation)
3.1 To secure and develop new Sixth Form premises in partnership with Dorset Council (see also 2.1)	1. Secure accommodation 2. Inform and consult stakeholders 3. Ensure full involvement in planning and design to recognise future need	Seán K Karen B Clair A SLT Susie J	a. Work with Dorset Council to secure building. Regular meetings with DC leads to ensure accommodation is fit for purpose b. Run consultation process supported by DC to gather views of stakeholders c. Full involvement in planning and design to ensure building meets future needs d. Develop temporary provision (see 1.2) to translate to new building when completed e. Make arrangements for move to new premises and identify resources required for full opening	Identify long term plan for Sixth Form development based on location of new premises and access to local community resources.	Students will be involved in planning and developing a new Sixth Form accommodation which is fit for purpose and meets their needs into the future. They will have improved opportunities to develop life and employment skills in a range of settings. (SK, SJ, SLT, PDC)
Evaluation of Impact: We have developed a provision for a Sixth Form group, Westfield@Work, at Dorset Council in Dorchester (see 1.2). Planning for a permanent Sixth Form site in Dorchester has been put on hold by Dorset Council due to the rising cost of altering the identified building. A significant amount of planning work took place towards this, including full design proposals. This project is paused at present. Not achieved					
3.2 To develop links with external employers	1. From Sixth Form base at County Hall, develop work experience opportunities with County services 2. Work with Dorset Council Internship lead to develop programme	Marianne M Susie J Matt D Karen B £ staff time to develop links	a. Susie J/ Marianne M to liaise with Council services at County Hall, including site maintenance, grounds and catering, to secure work experience opportunities for Sixth Form students b. Develop contact with local businesses and services in Dorchester to establish links for work experience which are embedded for opening of new accommodation c. Liaise with Dorset Council Internship lead to establish work experience programme for students	Monitor and review success of work placements to ensure longevity. Identify new opportunities as they arise.	A range of work experience and employment opportunities are developed and secured which provide students with meaningful experience and pathways into employment. (SJ, MD, SLT, QEC)
Evaluation of Impact: a. Susie, Marianne and Angie have led developments in work experience placements. A meeting was held with the Internship team at Dorset Council but this didn't result in meaningful opportunities.					

	b. The team have focussed on contacting local employers and organisations to build a bank of work experience placements. All Westfield@Work students have been engaged in a range of work experience placements throughout the year. c. We liaise with the Internship team at Dorset Council regarding future options for students as they leave Westfield. Internships whilst they are with us have not been possible due to the number of hours students have to work. Internships will be a pathway for moving on. Achieved				
3.3 To implement the budget recovery plan, reviewing income, expenditure and staffing structure to ensure sustainability	1. Work with DC finance team on budget monitoring and actions 2. Review advice from SRMA to identify options to reduce costs	Seán K Clair A Kate D SLT Governors F&P £ cost of external support	a. Identify robust plan and actions to reduce expenditure for financial year 24-25 and future b. Review School Resources Management Advisor (SRMA) report and identify actions c. Share with Governors F&P committee d. Weekly finance meeting to review progress and areas for action e. Access external support for finance team f. Report progress to DC following agreed timescales	Continued monitoring of school finances and identification of actions to reduce spending	Staffing and resources are monitored and actions taken to reduce expenditure which minimise the impact on pupils provision as far as possible. (SLT, Governors, FPC)
	Evaluation of Impact: a. The Budget Recovery Plan was produced and submitted to Dorset Council in December 2024. Subsequent review dates in February and April were met and updates provided to Dorset Council. b. The SRMA report was reviewed and actions included in the Budget Recovery Plan. c. The plan and updates have been shared and discussed with Governors Finance & Premises committee and with Full Governing Body. Vanessa Eddey from Dorset Council has attended meetings. d. SK, KB, CA (and others as appropriate) have a weekly finance meeting to monitor budget and staffing changes and identify actions to be shared with Governors. e. Further support from the SRMA has been arranged. We have enhanced support from the Dorset Council SAFSO team. We have identified additional admin support for finance which will begin in September 2025. f. Progress of actions in the Budget Recovery Plan has been shared with Dorset Council to meet all deadlines. Achieved				
3.4 To develop use of SIMS to support systems and procedures and communication	1. Review functionality of SIMS to ensure full usage 2. Training for admin team and other relevant staff	Clair A Admin team SLT £2050 annual cost of SIMS	a. Review options and functionality in SIMS to support school systems, focussing on attendance, provision mapping and recording of behaviour data b. Access appropriate training to support systems c. Introduce new systems for Provision Map and enhanced data for tracking attendance and behaviour data	Continue to monitor and develop use of SIMS as required	SIMS is utilised effectively to support school systems and procedures. Information and communication with parent carers is enhanced. (SLT, PDC)

with parent carers	Evaluation of Impact: a. A review of SIMS resulted in the decision to use the platform to map our provision for pupils. We upgraded to SIMS Next Gen to access additional functionality. Attendance was carefully tracked across the year, following new national guidance. Attendance remained positive throughout the year at 91.4%. b. Admin staff have all taken part in SIMS training to use Next Gen. c. SIMS is used as the provision mapping tool for pupils. Amanda Evans and Lindsay Wade have been working together to develop the system through existing functionality on SIMS. Some Behaviour data, such as suspensions, is logged using SIMS, but it was decided that MyConcern is a more appropriate tool for logging significant incidents. This is being used well to track this data. Achieved
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Aim 4: Developing staff and Governors		To maintain and further develop a superb staff and governor team that is able to offer our pupils education and care of the highest quality.			
Intent	Actions	Lead Staff/ Finance	Implementation	Further development	Intended impact on pupils (Monitoring and Evaluation)
4.1 To provide staff and Governor training	1. Arrange further training for all staff in developing Communication approaches 2. Arrange Governor training to develop knowledge in identified areas	SLT Nicky P Laura CT Training from CPD budget	a. Organise further training in use of Communication approaches, including Sign-a-long, ELKLAN and communication-focussed classes (Wyke and Moreton) b. Identify core staff training and review of induction procedures c. Arrange training and information for Governors as required	Further training in communication approaches for staff and Governors as required	Staff have an improved understanding of Communication approaches and are able to use this knowledge to support pupils effectively. This results in pupils able to communicate and regulate successfully. (NP, LCT, SLT, PDC)
Evaluation of Impact: a. Staff training in developing communication has been offered through the year through staff meetings and email, with a bank of resources developed on the school network. Nicky continues to offer SignAlong training and Laura and Nicky are both ELKLAN trained. Laura has been SCERTS trained. b. Training for safeguarding, medical needs, First Aid, moving and handling and Therapeutic Thinking has been reviewed. Training requirements for schools are growing and finding the time to provide the training to the right groups can be challenging. We use INSET days and staff meetings to provide most training plus additional days where necessary. Mandatory training is highlighted for all staff. Induction processes require core training to be met prior to starting the role. Induction procedures have been reviewed and are monitored by Julie Rook, HR admin. c. The Governors training day was cancelled this year due to the need to rearrange committee meetings. Bruce Bonwell provides updates from Schools' Forum at FGB meetings. Governor training is signposted by Clerk to the Governors, and all partake in safeguarding training prior to starting the role. Achieved					
4.2 To implement enhanced financial monitoring and reporting procedures	1. Enhanced financial monitoring and reporting through Governors F&P committee 2. Reporting to Dorset Council in agreed timescales	Clair A Seán Governors	a. Seán, Clair and Governors to agree deficit recovery plan and share with DC by agreed deadline b. Weekly SLT finance meetings and new dates for Governors F&P meetings to match financial outturns and reports c. Regular communication and review with DC finance team	Continue with enhanced monitoring and reporting of finance. Introduce additional necessary measures	Enhanced financial monitoring ensures actions can be identified and communicated with a focus on minimising the impact on pupil provision. (SLT, FPC, FGB)
Evaluation of Impact: a. The Budget Recovery Plan was produced in the Autumn term 2024 and agreed with Governors prior to submission in December 24. Subsequent review deadlines were met in February and April 25.					

	b. Finance updates are provided at the weekly SLT meeting and an additional finance meeting takes place involving SK, KB and CA, plus others as necessary. Governors F&P meetings for the year were matched with the key dates for financial outturns to support robust budget monitoring. An additional F&P meeting was arranged, so there is a meeting every half term. c. We have maintained regular communication and review with the finance team at Dorset Council, including submission of the Recovery Plan, updates at key dates, support from the SAFSO team and attendance at Governors meetings from Vanessa Eddey. We have been in regular email communication regarding any finance queries. Achieved and ongoing				
4.3 To review succession planning and future options for curriculum provision	1. Review succession plan and discuss options for future provision led by pupil needs 2. Identify possible options to share and action	SLT	a. Review current succession plan and identify roles likely to change b. Discuss and identify current and changing needs of pupils. Widen discussion to staff group. c. Identify possible actions and share with Governors. d. Produce updated succession plan to meet future need of pupils effectively	Continuous review of succession plan and impact of key staff leaving	A robust review and discussion has been held to identify future pupil need and how we will provide this from existing and future resources. Training and curriculum will adapt and develop to meet future need successfully. (SLT, QEC/PDC)
	Evaluation of Impact: a. The succession plan was reviewed and updated in the Autumn term at SLT meetings and shared with Governors. Key roles that are likely to change have been identified with options for succession. b. Through staff training and subject leads, discussion is taking place about the changing needs of pupils. This is most apparent in the increased sensory and communication needs in younger pupils, and staff have been proactive in adapting resources, planning and strategies to meet these needs. This will be a long term focus. c. Governors have been involved in making decisions regarding changes to staffing, and some roles have not been replaced (Science and DT teacher, interventions TA, Communication Support TA). d. An updated succession plan was produced and shared with Governors. This will be updated at least annually. The structure and key responsibilities of the SLT were also reviewed and updated to meet the needs of staffing and pupils. Achieved				
4.4 To maintain continued focus on supporting staff wellbeing	1. Review of current systems and procedures for support 2. Identify possible options for supporting staff wellbeing and workload	SLT Governors	a. Review structure and organisation of staff meetings to ensure impact on target audience b. Provide further opportunities for individual and class team development through staff meeting time to complete tasks c. Implement a class checklist to support completion of statutory tasks d. Identify opportunities for staff wellbeing activities	Continuous review of wellbeing support	Actions have been taken to support staff with time to do necessary tasks. Information is provided to help them organise their class teams. This will have a positive impact on the consistency of support for pupils. (SLT, QEC/PDC)

			e. Continue promoting First Aid Mental Health and other mental health routes for staff		
Evaluation of Impact: a. Staff meetings have been reviewed following feedback from staff. There are fewer whole school meetings, and topics are targeted at relevant groups. Most larger staff meetings are held online unless they require face to face discussion. b. There are more regular class team development meetings, providing all staff with time to meet in their class teams and time for completing tasks and training. c. A class organisation checklist was issued in September 24 and again in July 25, providing a useful list of expectations for each class. This was accompanied by an ASC checklist focussing on strategies and resources to support pupils. Also shared was a glossary of therapeutic language. d. A range of wellbeing activities has continued through the year, including art sessions, weekly fitness class, social events, Friday 'bing bong' to encourage leaving early, plus time back in staff meetings and a voucher day for every member of staff. e. We have several training Mental Health First Aiders available in school. We also have support for staff through the MHST 'Stop and Think' pathway, as well as stress management and counselling routes through Occupational Health. Achieved					

Westfield Student Voice – Review of 2024-25

Charities and causes we have supported this year

Support for Dorchester community fridge through Harvest Assembly (Oct)

Children in Need cake sale (Nov)

Weldmar – Monty day activities/cake sale for Stampede by the Sea (May)

Actions we have taken this year

Taken advice on best practice for living with Adders by having an ecologist visit school

Assessed and recommended repairs needed to our sensory garden

Made changes to packed lunch sandwiches by meeting Lorna the cook

Produced a whole school playtime survey to inform spending on new equipment

Contributed to Weymouth County Council public messaging to keep the beach clean. Message recorded for use on loud speaker system.

Contributed to whole school assembly rota by hosting our first assembly take over

Questioned candidates for Primary/science teacher in school and given feedback to panel

Launched a Key stage 4 and 6th form student voice reps group link with Dorset Unstoppables, to enable our voice to be heard.

Dorset Unstoppables have taken part in interviewing candidates and giving feedback to panel for Executive Director of Education at County Hall.

Dorset Unstoppables have experienced working at an Education and Strategic alliance Conference at Weymouth College

Student Voice Fundraising Plan 2024-2025

		Charity/ benefactor	Dates	Ideas/ events
Autumn Term	1	Local Food Bank	TBC	• Link to Harvest collection
	2	Children in Need	November 24	• Autumn term
Spring Term	1	Local charity/Smile Train	TBC	• Toy/book sale
	2	Red Nose Day	March 2025	• Sponsored activities
Summer Term	1	Local charity		• Summer term
	2	Summer Fayre fundraising for Westfield	July 2025	• Summer Fayre

All ideas taken from Student Voice members

- The idea is that this plan will be the responsibility of the Student Voice.
- They will be heavily involved in planning, advertising and running these events.
- This will run alongside all of the wonderful class and department-based fundraising that happens across the school throughout the year.

Action Plan 2024-2025

		Action	Dates Ideas/ events
Autumn Term	1	Collect for local food bank Identify community links for environmental awareness. Organise beach clean for summer term Participation in Beach front inclusion project with Weymouth Town Council	Harvest assembly Chesil Education Centre Meeting with representative from Weymouth Town Council
	2	Discuss and develop ideas for a new Sensory classroom and outdoor learning Fundraise to support Children in Need	Autumn second half
Spring Term	1	Supporting local charity or Smile Train	Charity event Toy/book sale
	2	Arrange activities around Red Nose Day (Sponsored sports activities)	March 2025
Summer Term	1	Fundraising event for local charity	Summer term
	2	Fundraising for Westfield through Summer Fair	July 2025 School council to run a stall at our summer fair Student Voice to identify project

All ideas taken from Student Voice members

- This plan will be the responsibility of the Student Voice.
- They will be involved in planning, advertising and running these events.
- This will run alongside all of the wonderful class and department-based fundraising that happens across the school throughout the year – if you, or your class has an idea during the school year, please speak with Lize Wootten regarding how we can incorporate this so that we can manage requests for donations.