

Sir Charles Parson School Development Plan 2018

The development plan has four objectives which address the key outcomes the school has identified as priorities for achievement this academic year. Each objective is broken down into actions and milestones.

The objectives will not change, however actions and milestones will be added throughout the year as further developments are identified and progress is made towards the identified success criteria.

Each objective is linked to the appropriate Ofsted focus area or areas.

<p>Ofsted Focus: Outcomes for pupils Quality of teaching, learning and assessment Personal development, behaviour and welfare</p>	
<p>Objective 1: continue to review and develop the curriculum, ensuring that it meets the needs of all learners, delivers the school's desired outcomes of education, prepares students for life beyond school, is motivating, engaging and inspirational, and progress can be easily identified, tracked and shared. Ensure all students access aspirational, individualised learning opportunities which support them to develop skills, knowledge and experiences to prepare them for adulthood and life beyond school.</p>	<p>Success criteria: all aspirational pathways will be appropriately provided for and students will make exceptional progress which can be easily identified and shared, This will include the provision of sensory learning within subject areas, creating diverse but appropriate learning experiences for all students. Emotional and social needs of students will be better met through specific curriculum offers such as forest school and increased use of Thrive within the curriculum. All students will have access to an appropriate, engaging and challenging careers curriculum which will prepare them well for life after school.</p>
<p>Actions (including who is lead)</p>	<p>Milestones including dates and costs</p>
<p>1: Practices developed within the sensory curriculum will be shared and developed, ensuring that skills, knowledge and understanding of sensory based learning will be delivered and used by all staff in subject specific learning as well as during discrete sensory lessons. CW and KP</p>	<p>CPD delivered to teachers of staff teaching students accessing the sensory curriculum. CPD to be delivered during Autumn term B. Booklets 'My learning', produced for each student accessing the sensory curriculum detailing current short term target from EHCP, aspirational pathway, skills being worked upon, assessment and strategies. During the spring term, subjects will deliver sensory based learning within lessons for students accessing the sensory curriculum.</p>

<p>2: develop forest schools as a curriculum area within the school. VW and KP</p>	<p>A cohort of 7 students will access the Breeze project (initiated and funded by Northumbria University in conjunction with Scotswood Garden). VW and one other begin and complete training to be accredited Forest School trainers.</p> <p>Spring term: course reviewed. Planning and research in the development of Forest School when the Breeze project ends. Work with outside agencies to secure a site outside of school to run forest school. 1st cohort of students begin and complete forest schools course.</p> <p>Summer term: Plan drafted for further delivery of Forest School in the next academic year 19-20. Rationale, outcomes and links to DOEs produced.</p>
<p>3: Develop and deliver personalised learning for students on yellow to red pathways. Create a learning offer for PLP. Emphasis on PLP being part of the 'Informal Curriculum'. Review rationale for PLP and connect to DOEs. Map provision of PLP to pathways. JM and KP</p>	<p>Review and develop the personalised learning programmes. Development of programmes ongoing throughout the year. Students accessing programmes by end of autumn term. Autumn term B ; rationale written with connection made to the Desired outcomes of education. Spring term: a 'learning offer' is produced outlining personalised learning offered (purpose and impact).</p>
<p>4: Careers programme created using Gatsby benchmarks, linked to school's DOEs and the preparing for adulthood agenda. JM and KP</p>	<p>School audit re; Gatsby benchmarks completed by October 2018</p> <p>Research and discussion with others schools and agencies during autumn 2018</p> <p>Initial programme in place with a small cohort in spring term 2019 for trialling and review in summer 2019. rolled out to wider school in September 2019</p>
<p>5: Further develop embedding of Thrive approach across the school, focusing on improved use of whole class action plans during pastoral time and My World lessons. KP, CA and JCW</p>	<p>As part of the My World curriculum review JCW and CA will explore and develop ways that specific tasks/activities and strategies from the pastoral class action plans can be incorporated into the learning time for My World.</p> <p>Schemes of work will be adapted to provide guidance for staff around delivering Thrive activities, relating these to the assessment procedures already in place and the amount of time allocated to this area within lessons.</p>

	Systems will be considered to allow subject teachers and pastoral teachers to liaise around project and updates to action plans as needed.
6: Further develop use of Thrive approaches with students with most complex needs as part of everyday interactions. CW, CA and KP	Autumn term B CW to contact and liaise with Hadrian School re action plans for students with complex needs. CA to contact Thrive to research good practice for lower ability students from other schools. CW/CA to identify students with complex needs who would benefit from Thrive input. Spring term: CW/CA to develop Thrive assessments and action plans. Develop training/information sharing sessions for Thrive practitioners and pastoral staff around delivery of actions plans.
7: Raise the profile of SMSC across the school, embedding the use of gridmaker to record and evidence SMSC across the curriculum. JCW and KP	Autumn term B: review use of Gridmaker. Research how SMSC delivered in similar schools. Write rational/policy for delivery of SMSC. Rational for British values at SCP to be shared with staff and on the website. Spring term: CPD delivered to staff re DFE guidance on promotion SMSC/why and how delivered. Raise the importance of SMSC through the medium of assemblies. SMSC to be added to lesson plan template. Regular audits of Gridmaker spring and summer term.
Evaluation/monitoring – who, how and when Progress overall will be monitored and recorded half termly through senior leadership meetings and half termly updates to this document. The curriculum improvements will be evaluated at the beginning of each term by KP in her role as curriculum lead and an update provided to the senior leadership team and shared with governors.	Progress update:

<p>Ofsted Focus Quality of teaching, learning and assessment. Personal development, behaviour and welfare. Outcomes for pupils</p>	
<p>Objective 2: Technology will be used effectively across the school by all staff to support students to learn, to track, identify and share progress within school, with students and with parents. The effective use of technology will extend beyond school, helping to prepare students for life after school and supporting them and their parents or carers to use technology in a supportive and safe way.</p>	<p>Success criteria: All staff, both teachers and support staff, will be confident and competent at using a range of identified software and hardware to support students learning and to record, monitor, track and analyse student progress with their learning. Parents and students will better understand the advantages of technology but will also be better informed of the potential risks and ways to minimise these.</p>
<p>Actions (including who is lead)</p>	<p>Milestones including dates and costs</p>
<p>1: the use of one note will be embedded across the school to record and evidence student learning experiences and achievement. KP, DI and JA.</p>	<p>Notebooks to be compiled and shared with staff. Notebooks to incorporate pages for PLP. Staff using onenote to record progress against learning objectives/outcomes by end of autumn term All subject areas using onenote to record evidence of progress in student workbooks by end of autumn term Research into ways of using one note to share learning with parents explored during the spring term and trialled in the summer term.</p>
<p>2: e-safety training and information for parents provided to support and complement the opportunities already provided for students within the school curriculum</p>	<p>Information on e-safety provided through newsletters and on website each term Information provided at coffee mornings on an informal basis each term – piloted autumn term and reviewed for spring and summer Formal presentation explored as an option for the spring or summer term following feedback from informal coffee morning presentations.</p>
<p>3:All staff will have a achieved a an agreed level of competency in an identified range of software applications. Training provided by JA, DI and external consultants as required.</p>	<p>Staff skills audit updated by end of autumn term to reflect staff skills and updated skill requirements. Programme of training and updates created and in place in cpd timetable by end of autumn term Training ongoing throughout the year.</p>
<p>4:</p>	

<p>Evaluation/monitoring – who, how and when Progress overall will be monitored and recorded half termly through senior leadership meetings and half termly updates to this document. Use of one note will be monitored by curriculum leaders and through work scrutiny process. See work scrutiny timetable for dates for each curriculum/subject area. Monitoring of staff skills through bluewave software and staff cpd updates on this through out the year.</p>	<p>Progress update:</p>
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<p>Ofsted Focus Effectiveness of leadership and management. Personal development, behaviour and welfare. Outcomes for pupils.</p>	
<p>Objective 3: Empower and enable pastoral teams to better support students and their families, creating an ethos of support and understanding through increased knowledge and understanding and partnership working with outside agencies.</p>	<p>Success criteria: Phase leaders will have a deep knowledge of and strong links with external agencies who can work with families and support them. Staff across the school will have an understanding of statutory processes involving external agencies and how to help families access appropriate support in a timely and supportive manner.</p>
<p>Actions (including who is lead)</p>	<p>Milestones including dates and costs</p>
<p>1: Increased parental awareness of Thrive through parent information sessions and shared action planning. CA with support from JM</p>	<p>CA will produce a brief written description of the Thrive interventions we use in school to be disturbed and prompt discussion. Information boards and fliers to be developed to be displayed in the family room/reception and to be staffed at parents' evenings and coffee mornings for information to be passed. A member of the practitioner team to attend the working with parents' course provided by Thrive. A session will be offered to identified parents to develop involvement in Thrive action plans and delivery.</p>

<p>2: Increase the school's links with external agencies who can provide information, guidance and direct support to school staff and to families. CA and JM</p>	<p>Audit of agencies and organisations which the school is currently linked with completed by October half term Phase leaders to meet with safeguarding consultant to review audit and seek guidance on other agencies who we should link with. Initial links created by end of Autumn term. Links developed during spring term with external agencies and organisations invited into school to develop understanding of the school and to participate in family events such as coffee mornings.</p>
<p>3: Increased awareness within pastoral teams of range of other organisations who can support or work with families. CA and JM</p>	<p>Creation of a directory of support services begun during autumn term, informed by outcomes from audit (action 2) Spring term - CPD delivered to pastoral staff, providing information on range of services and where to find information to share with families. CPD on agencies who work with school, their role and remit to help pastoral teams understand the relationship with school and families and work more confidently within the multiagency meetings.</p>
<p>4: Increased awareness within pastoral teams of progression routes for students when they leave school to enable pastoral staff to support students and their families to engage with agencies and make informed choices about life after school. JM</p>	<p>Creation of a directory of further education and post school options begun during autumn term and developed during spring term as more information is gathered from connexions and other agencies. Opportunities for school staff to visit post school options researched and discussions with post school providers on how they can become more involved with school to support transition begun in the spring term.</p>
<p>Evaluation/monitoring – who, how and when Progress overall will be monitored and recorded half termly through senior leadership meetings and half termly updates to this document. Directories for family support and post school options will be available for scrutiny by senior leadership team before sharing with whole staff team. Entries in c-poms will show staff are able to better advise families and will show involvement with a wider range of agencies. Transition event in September 2019 will have an even wider range of providers attending. Student voice 'My life at 25' documents will</p>	<p>Progress update:</p>

demonstrate student understanding and awareness of a wider range of post school options.	
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<p>Ofsted Focus Effectiveness of leadership and management. Personal development, behaviour and welfare. Outcomes for pupils.</p>	
<p>Objective 4: shared leadership, ownership and challenge across the school at all levels. Students and staff will be confident about their place within the school, their responsibilities and rights and be able to work even better together as team, sharing knowledge, experience and skills.</p>	<p>Success criteria: Systems and processes will run smoothly on a day to day basis with staff, and students where appropriate, able to be self-directed, able to react and respond to situations as they arise. People will know where they should be, when and to do what, and will be able to take responsibility for identified areas and tasks, confident that they have the skills to carry out the tasks. An ethos of 'supportive challenge' will ensure that everyone, at all levels, feels able to hold others to account using a positive and good practice based approach.</p>
<p>Actions (including who is lead)</p>	<p>Milestones including dates and costs</p>
<p>1: Retain and develop student involvement in decision making through facilitators programme and extend their leadership involvement beyond the school. SG with support from CA and JM</p>	<p>Audit of current involvement of students in decision making both within and outside of school by end of first half term autumn. Awareness raising within school of the role of student voice across the school and the methods used by the school to involve students in decisions about their learning and future opportunities. Second half of the autumn term By end of autumn term, a calendar of events for rest of the term created from the audit and added to as more opportunities identified both within school and in the wider community.</p>
<p>2: performance management and appraisal processes in place for all staff linked to cpd, encouraging all staff to take responsibility for their own development within the school. KH with support from DI and leadership team.</p>	<p>Bluewave software used for all aspects of teacher PM from September 2018. Bluewave software used to allocate and record cpd for all staff by end of autumn term 2018</p>

	<p>Proposals for support staff appraisal discussed and agreed by senior staff team by end of autumn term 2018</p> <p>Initial roll out of support staff appraisal complete by February half term.</p> <p>Review of support staff appraisal by end of summer term and any proposed changes discussed by senior leadership team.</p> <p>Changes ready for implementation in September 2019.</p>
3: development of staff confidence and ownership in delivering outcomes for students through Thrive whole class action plans and individual action plans. CA and Thrive practitioners	<p>Further training delivered to staff ongoing throughout the year, through cpd programme to build confidence.</p> <p>Expectations of delivery of action plans and individual plans by pastoral teams made explicit to staff by CA and KH during autumn term 2018.</p>
4: review of staffing structure, ensuring it is still accurate and up to date and develop it to include staffing structure for support staff, making roles and responsibilities clearly defined and accurate. KH with support of senior leadership team	<p>Review current staffing structure, updating and revisiting with whole staff team during autumn term 2018.</p> <p>Map out existing support staff structure, detailing existing roles and responsibilities and identifying gaps by end of Autumn term 2018.</p> <p>Create coherent and well structured support staff responsibility matrix which can support the support staff appraisal process and share this with all staff by February half term.</p> <p>Review and revise as necessary by end of spring term 2019.</p>
5: continue to develop the school's learning observation process, developing teaching staff's confidence and skills in feeding back to one another. KH and DI	<p>Research and identify suitable coaching training and arrange for this to be delivered to the whole staff by the end of the autumn term 2018.</p> <p>Spring term learning observations to follow triad model supporting the development of coaching skills amongst all teaching staff.</p> <p>Review success of spring term observations and implement changes or improvements to summer term observation process.</p>
6: develop peer observation of learning and impact on student outcomes for support staff. KH, KP and senior leadership team.	<p>Research and develop suggested support staff peer observation model within the senior leadership team, creating a pilot model by end of autumn term 2018.</p> <p>Implement pilot model in spring term 2019, reviewing the success and impact, making necessary alterations and trialling again in summer term 2019, ensuring the programme is ready for use in September 2019.</p>

Evaluation/monitoring – who, how and when

Progress overall will be monitored and recorded half termly through senior leadership meetings and half termly updates to this document. Impact of peer observation development for teachers will be evident through scrutiny of observation feedback and through discussion with teachers. Monitored by DI, KH and KP.

Impact of support staff peer observation will be shown in improved outcomes for students, staff confidence as evidenced through cpd review and update on bluewave swift.

Impact of Thrive development will be evidenced through greater success of thrive action plans and will be visible in observations of pastoral time and learning. Monitored by leadership team through scrutiny of observation feedback and by CA through scrutiny of Thrive action plan reviews.

Progress update: