

School Development Plan 2017/18

The main themes contained in this SDP are:

- Increasing pupil Engagement in learning, including more able pupils – ‘Engagement with Ambition’
- Developing positive Mental Health and wellbeing of all pupils
- Curriculum and Assessment
- Developing and improving the provision for ASD learners
- Staff wellbeing
- Finance and premises

Overall Target		Actions	Lead staff	Budget	Date to be completed	Commentary	RAG
Finalise and publish the Early Years, Pre, Semi, Formal and Vocational Curricula.	1	Carry out curriculum audit identifying areas to be completed.	JFY		Sept 2017		
	2	Create action plans for each of the different curriculum strands and identify lead staff.	CBE		Oct 2018		
	3	Meet with lead staff to share action plan meeting time required. Then meet with lead staff monthly until complete.	CBE MGE	Meeting time 1hr weekly, STAs to act up	July 2018		
	4	Create comprehensive map of all new Curricula and explanations of each to be produced and published	CBE		Feb 2018		
	5	Update and finalise the curriculum Policy.	CBE		Feb 2018		
			Create curriculum maps detailing provision for each of the curricula.	CBE		Feb 2017	

	6	Oversee the completion of the Long, Medium and Short Term Plans for each curricula.	CBE		June 2018		
	7	Design and implement a review cycle of the impact of the new curriculum on learning, attainment and achievement	CBE		June 2018		
Investigate, research and trial and confirm the use of new assessments for all cohorts of learners	1	Update and publish Key Stage Curriculum Booklets which reflect the new curricular	Key Stage Heads		July 2018		
	2	Publish agreed effective summative assessment for each Key Stage/Subject area within the school for year 2017/18	CBE		October 2017		
	3	Audit and trail the use of the Engagement Scales for all learning cohorts	CBE		Oct 2017 on going		
	4	Identify and trail the use of technology i.e. Data Capture apps to evidence achievement and attainment or IEP's, PLP's. Link evidence to Pupil Progress Reports	MGE		July 2018		
	5	Teachers will use SIMS to record and demonstrate pupil progress and attainment through MAPP, SILSAF and Engagement Profiles.	MGE		September 2018		
	6	Design and implement a review and moderation cycle for pupil progress, achievement and attainment	SSY		January 2018		
	7	Establish the use of assessment data/information to inform and track progress towards EHCP Outcomes	CBE		January 2018		
	8	Develop a tracking system for PLP progress which enable success criteria to be identified.	CBE		December 2017		
Pupils will show and demonstrate increased levels of engagement with	1	Develop the summative data system for pupil with PMLD and SLD using RFL	CBE KLG		In place for July 18		

the curriculum and learning resulting in increased attainment, achievement		and MAPP to ensure that data reflects targets met.				
	2	Ensure all assessment meet the recommendations of the Rochford Review Sept 2017	CBE		In place for July 18	
	3	Review and re-introduce Outstanding Teaching & Learning Guidance	CBE/JFY		Oct 2017	
	4	Develop and introduce a system through which pupils can review their own level of engagement with learning as well as peers	Hok		July2018	
	5	Produce guidance on facilitating engagement across the layers of self, environment, adults, peers and interdependence. (as currently being developed for EY)	CBE JCK		Dec 2017	
	6	Train all staff on how to enable pupils to be as independent as possible in their learning using strategies from Education of the Developmentally Young scheme, REACH and systematic training approaches.	CBE		On-going as new staff are appointed	
All pupils will ASD will demonstrate increased attainment and achievement through enhanced provision and practice to support their engagement, learning and positive mental health	1	Audit current provision for ASD including environment, access to learning, staff skills, knowledge and understanding	CBE/JGG		Nov 2017	
	2	Recruit additional staff in EY to work with the existing team to challenge the rigidity and support emotional regulation of pupils with complex ASD using the REACH approach. Evaluate impact after 2 terms	CBE/ABN/ DMM	£20,000	Oct 2017 Feb 2018	
	3	Train staff on approaches to embed skills learnt in discrete Maths and English lessons into the Project, 'Let's Investigate' sessions. (Using and Applying and Number remain areas of lower attainment for this cohort)	Curriculum Leads		Dec 2017	

	4	Train Behaviour Support Assistants in key strategies used to effectively support pupils with ASD	CBE/JGG		Dec 2017	
	5	Develop the role of the Behaviour Support Assistants to improve the emotional regulation of pupils with ASD who have the highest number of recorded behavioural incidents.	CBE/JGG		July 2018	
	6	Carry out Learning Walks to monitor impact of training and strategies being employed by staff	SLT/ JGG/HofKS		Termly	
	7	Audit updated provision for ASD including environment, access to learning, staff skills, knowledge and understanding	CBE/JGG		June 2018	
Pupils will demonstrate good mental health and positive wellbeing through a reduction in levels of anxiety, increased enjoyment and engagement with learning	1	The Principles of '5 Ways to Well-being' will be embedded throughout the school for all pupils http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx	SSY		In place by July 2018	
	2	Key Stages will audit, evaluate and amend their provision and practice accordingly in relation to the '5 Ways to Wellbeing' model.	HofKS		January 2018	
	3	Train more staff in Youth MHFA for Schools and Colleges (one day course)	SSY CBE		By April 2018	
	4	Train middle and senior leaders to be Youth MHFA first aiders	SSY CBE		By April 2018	
	5	Train staff on Mental Health and Wellbeing of pupils with PMLD and complex needs	CBE		By April 2018	
	6	For Actions 3-5 staff will implement best practice promoted through the training. This will be evidenced by observation, behaviour records, pupil wellbeing monitoring and staff confidence questionnaires	CBE		July 2018	
	7	Work with new West Berkshire	SSY		July 2018	

		'Inclusive Practice Wellbeing' group to ensure good practice is being shared				
All will recognise that improving workplace communication has a positive outcome for the whole school workforce to attract and retain high calibre staff for an outstanding educational provision. Staff will demonstrate good wellbeing and engagement in the school community.	1	To create and introduce a staff wellbeing survey which will inform the wellbeing developmental processes in 2017-2018	DMM		Sept 2017	
	2	Audit current provision for staff wellbeing, CPL, HR and line management structure	DMM/CRS		Oct 2017	
	3	From survey and audit-Identify key areas, which require intervention and development.	DMM/CRS SLT		Oct 2017	
	4	Produce a staff wellbeing and work – life balance Policy as best practice to support staff wellbeing having considered staff WB survey.	DMM		Dec 2017	
	5	Repeat staff WB survey and compare results to see areas of impact and areas for further development/intervention 2018-19	DMM		June 2018	
SLT and governors will monitor and understand school income and expenditure with increased frequency and in more detail. This will enable better informed decisions to be made to achieve the strategic priorities of the school including planning for future budget pressures.	1	To develop a system that will allow the periodic review of how actual staffing compares with the nominal staffing determined by the funding model.	ABN		October 2017	

	2	To develop a model that will help us understand the difference between income and expenditure for each key stage, year, class and pupil.	ABN		October 2017	
	3	To periodically prioritise premises development requirements so that we can target fundraising and grant applications in able to complete more projects.	ABN		Termly	
	4	To periodically inform budget holders of remaining budget and to review budget allocations throughout the year.	ABN		Termly	
	5	To monitor staff responsibilities and contracts against timetabled allocation to ensure optimal use of staff time.	ABN		Termly	