



School Development Plan 2018-2019

'Making the most of everyday'

Outcomes for pupils

Goal	Responsibility	Milestones	Achieved	Monitoring
Implement and embed MAPP a system to evidence pupil progress against their personalised EHCP medium term outcomes.	Ed / Carol Class Teachers	<ul style="list-style-type: none"> - Purchase MAPP assessment tool and explore implementation. (Sept 18) - Dedicated staff meeting time to share expectations and instructions of the implementation of MAPP with class teachers. (Oct 18) - Class teachers via parents evening to agree with parents the medium term EHCP outcomes to focus the MAPP assessment on. (Oct 18) - Class teachers to baseline all pupils (KS1-5) chosen EHCP medium term outcomes against the MAPP criteria. (Dec 18) - Class teacher to carry out MAPP assessments in line with the RAP. (Ongoing) - X3 a year pupil progress meetings with class teachers to review the progress against targets/outcomes and support with strategies and interventions. (Ongoing) - Regular monitoring in line with the RAP (Ongoing) - Feedback annual whole school progress against EHCP outcomes and share with Governing body for scrutiny. (July 2019) - Devise school expectations for 'Above / Below and Expected progress rates. (July 2019) 		SLT Lead Ed / Carol Governor: Sarah

Resource Requirements	Impact
MAPP assessment tool HT / DL / CT time Staff meeting time	<ul style="list-style-type: none"> - Pupils will make progress in the key areas important to them. - Pupils small steps of progress will be captured through the use of MAPP. - Pupils progress against their medium and long term outcomes from their EHCP will be clearly evidenced. - The implementation of MAPP will increase class teacher's confidence in creating SMART targets and help with planning next steps of learning. - Reports on pupil progress of individuals, classes, groups and whole school will support future planning.

Outcomes for pupils

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>Redevelop the 14-19 provision and raise the expectations for all our young people to achieve expected or better than expected progress in all areas.</p> <p>Redesign the 14-19 curriculum to ensure it is relevant, meaningful and challenging.</p>	<p>Lottie / Nicky</p> <p>EHCP Leads</p>	<ul style="list-style-type: none"> - Aspirational targets set for all students in all areas. (July 18) - Review targets in October / November 2018 with class teachers during pupil progress meetings using Baytree target setting guidance. (Oct / Nov 18) - Midpoint review to identify off track pupils / pupils with a little extra support could push into the above expected bracket. Support from EHCP leads. (Jan 2019) - Regular monitoring in line with the RAP including lesson observations, learning walks, planning scrutiny etc (Ongoing) - Ongoing pupil progress meetings to ensure pupils remain ontrack to achieve or exceed targets. (x3 a year) - Final pupil progress report (July 2019) - Develop 'The Pier' as a 14-19 cohort through the implementation of relevant tutor groups. (Sept 18) - Explore and implement relevant accreditation modules including AQA (Implement from Oct 18) City of Guild in AAC (Implement from Sept 19) - Develop and implement Duke of Edinburgh programme for KS4 students and as an option for KS5. (Oct 18) - Create termly timetables incorporating accreditation links, EHCP learning with clear distinction between KS4 and KS5. (Oct 18) - Revisit pupil provision maps to ensure termly timetables incorporate the learning needs of all pupils (Nov 18) - Gain access to new classroom space and ensure curriculum maximises the learning environment. (Jan 19) - Ensure all provision/rooms are fit for purpose to meet needs of pupils. - EHCP leads ongoing review and revise the KS4 curriculum in line with the termly timetables. (Year A completed by July 2019) 		<p>SLT Lead Ed / Lottie</p> <p>Governor: Sarah</p>

		- Systematically develop long term planners to form the KS5 curriculum linking in accreditation modules with EHCP headings. (Year A completed by July 2019 for KS5 and Year 14 by Sept19)		
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Resource Requirements	Impact
Purpose built classroom space Various accreditation training needs Visits to other settings for best practice HT / DL Time	<ul style="list-style-type: none"> - All pupils make expected or above expected progress in all areas related to their personalised targets. - All pupils experience cross 14-19 collaborative learning. - An aspirational curriculum is in place with seamless transitions between KS4 and KS5 and Year 14. - All pupils in KS5 receive appropriate accreditation modules developing skills they need for their next step.

Outcomes for pupils

Goal	Responsibility	Milestones	Achieved	Monitoring
To successfully expand the early year's provision to meet the needs of the changing and growing cohort.	Clare / Sam / Lisa	<ul style="list-style-type: none"> - Develop and implement a new EYFS classroom for the increasing cohort. (Sept 18) - Develop personalised transition plans for all new EYFS pupils. (Sept 18) - Evaluate and develop an appropriate play based curriculum to meet the varied need of all pupils (Ongoing) - Ensure resources are suitable for the needs of the pupils (Oct 18) - Implement cross EYFS class working to encourage opportunities for peer to peer learning. (Jan 19) - Identified pupils will access mainstream provision for weekly/daily shared sessions to develop social interactions (Jan 19) - Provide relevant ongoing early years training for staff as appropriate. (Ongoing) - Develop the outdoor learning environment to make more inviting and support in facilitating play and pupil interactions. (budget driven) 		SLT Lead AK Governor: Sarah

Resource Requirements	Impact
Staff Training Classroom resources Development of the outdoor learning environment	<ul style="list-style-type: none"> - Pupils will access continuous provision and move between activities. - Pupils will make choices of activities and toys. - Pupils will develop social interactions and learning within mainstream settings if appropriate. - Pupil progress will be clearly documented in their personalised learning journals and against the DEYO (Adapted Early Years Goals) - Staff will have a better understanding of early year's provision.

Quality of teaching, learning and assessment

Goal	Responsibility	Milestones	Achieved	Monitoring
Whole School strive for better than 'good' teaching and learning.	SLT Whole School	<ul style="list-style-type: none"> - Strategically assign teachers colleagues to work with for peer to peer lesson observations in term 1 and term 4. (Sept 18) - Through a staff meeting highlight the school focus on aiming for better than 'good' teaching and learning. (Oct 18) - Agree whole school target for percentage of lessons judged 'Good' or 'Outstanding' (Nov 18) - Update lesson observation proforma with clear guidance on school expectations for what 'Good' and 'Outstanding' teaching and learning looks like. (Nov 18) - Department Leads to undertake the Effective Classroom Observation training course. (Completed by March 19) - Regular monitoring in line with the RAP including lesson observations, learning walks, planning scrutiny etc Personalised feedback provided to teachers including their next steps which will form the priority for the next observation (Ongoing) - DL'S to provide coaching/supervision to teachers who require that extra support. (Ongoing) - Feedback to the Governing body the progress as a school we have made towards our target and the schools next steps in developing teaching and learning. (July 2019) - Provide training for new teaching staff. (Sept 19) 		SLT Lead AK Governor: Helen

Resource Requirements	Impact
DL training requirement SLT time	<ul style="list-style-type: none"> - Pupils receive better than good teaching and are therefore consistently achieving expected or above expected progress. (See pupil progress report) - A higher percentage of lessons are being observed as better than 'good.' (See monitoring file and Headteacher report) - Class teachers have increased confidence to be creative in their teaching to ensure learning is motivating, engaging and appropriate for their learners.

Quality of teaching, learning and assessment

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>All classes to develop peer to peer learning.</p>	<p>Class Teachers Department Lead</p>	<ul style="list-style-type: none"> - Class teachers to identify opportunities for small group work within the timetable. (Nov 18) - Class teachers identify opportunities where individual pupils may access other activities/sessions suitable for them. (Ongoing) - Class teachers to develop personalised termly EHCP targets to reflect peer to peer learning. (Term 2 ongoing) - Ensure resources are available to facilitate peer to peer learning. (Ongoing) - Class teachers to record pupil progress against personalised targets. (Ongoing) - First Learning walk whole school focus to be on 'peer to peer learning opportunities.' (Dec 18) - Impact to be monitored systematically by SLT through routine learning walks, lesson observations and running record scrutiny. (Ongoing- see RAP) - Department leads to update governors at FGB on the progress and impact of this SDP priority by the creation of impact reports. (Term 4/6) - Class teachers to evaluate the impact of peer to peer learning. (June 2019) - Pupil progress report to include individual/cohort and whole school progress against personalised SEMH outcomes. (July 2019) 		<p>SLT Lead Carol / Lottie Governor: Helen</p>

Resource Requirements	Impact
<p>SLT Time</p>	<ul style="list-style-type: none"> - Pupils learning opportunities will be more varied and evident in timetables. - Pupils enjoyment and engagement levels will have increased and be evident through ongoing running records. - Pupils will develop interaction and play skills which will be evident through regular monitoring, impact reports and pupil progress report.

Quality of teaching, learning and assessment

Goal	Responsibility	Milestones	Achieved	Monitoring
Classes in Key Stage 2 and 3 to further develop cross class play based learning opportunities.	CO KS2/3 teachers	<ul style="list-style-type: none"> - Staff meeting time dedicated for class teachers to reflect on previous cross class learning opportunities and to carefully plan implementation of new learning opportunities. (Sept 18) - Class teachers identify opportunities where individual pupils may access other activities/sessions suitable for them. (Ongoing) - Class teachers facilitated by DL to decide on groupings and allocation of staff. (Oct 18) - Initial sessions to run weekly for 45 minutes during a 4-week period as a trial in November. (Nov 18) - Review impact of the trial of cross class play based learning. Provide evaluation to all staff and pupils (where appropriate) (Dec 18) - Following the review implement relevant changes. (Jan 19) - DL to monitor impact through routine monitoring cycle RAP. (Ongoing) - DL to update governors at FGB on the progress and impact of this SDP priority by the creation of impact reports. (Term 4/6) - Pupil progress of targeted pupils to be reported on to see impact. (July 19) 		SLT Lead CO Governor: Helen

Resource Requirements	Impact
Appropriate resources required SLT time	<ul style="list-style-type: none"> - Increased interaction of pupils between classes. (See running records) - Developing play and interaction skills, evident in pupils progressing against personalised SEMH targets. (See pupil progress report) - Sharing of class/staff skills and expertise - Pupils provided with opportunities not readily available. - Provide class teachers with the opportunity to get to know other pupils in different classes so future transitions are smoother.

Leadership and Management

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>Redevelop the governor's systems to ensure all governors are effective in monitoring pupil progress and progress towards school development priorities.</p>		<ul style="list-style-type: none"> - Chair and Vice Chair of Governors to produce a proposal for Governor responsibilities. (Sept 18) - Extraordinary FGB to share proposal and discuss any concerns. (Oct 18) - Governors to vote on proposal. (Oct 18) - Governors to have agreed areas of responsibility including SDP or curriculum responsibility. (Dec 18) - Committee restructure and implementation by Dec 18 and first Effectiveness meeting by Feb 19. - Governor actions to be recorded in the implementation of an action log. (Dec 18 ongoing) - Governors will liaise with School leaders to ensure they are up to date with progress of the SDP / Curriculum priority and the impact the priority is having on at all levels - individual pupil / Class / Key Stage / Whole School - Governors will support, challenge and hold school leaders to account in relation to their priorities. - Governors will feedback progress and impact of their priority to all governors via FGB / Effectiveness meetings. (Dec 18 Ongoing) 		<p>SLT Lead</p> <p>Ed</p> <p>Governor: Huw</p>

Resource Requirements	Impact
<p>SLT / Governor time</p> <p>EHCP / Curriculum Leads time</p>	<ul style="list-style-type: none"> - Governors will have clarity of role and purpose. - Governors will have a greater oversight of day to day school life. - Governors will have direct involvement with school improvement. - Governors will be able to evidence impact of school improvement. - Governors will be able to challenge each other and school leaders on impact of School Improvement.

Leadership and Management

Goal	Responsibility	Milestones	Achieved	Monitoring
Align subject leaders with the curriculum and assessment shift by developing EHCP leaders with curriculum responsibility.	Aline EHCP Leads	<ul style="list-style-type: none"> - Share via a staff meeting the proposed model for curriculum leaders. (Sept 18) - Through staff meeting time and subject leader meetings agree who will be leading which EHCP / Curriculum area. (Nov 18) - Assign identified governors to support / challenge EHCP leads on the impact of their actions. (Dec 18) - Systematic EHCP / Curriculum leader meetings led by DHT to support and prioritise actions for each lead. (Ongoing) - EHCP / Curriculum leads with support from DHT to create detailed action plans. (Jan19) - EHCP / Curriculum leads to share action plans with class teachers via staff meeting time. (Jan/Feb 19) - EHCP leads to communicate routinely with link governor to share progress and impact of actions. (Ongoing) - EHCP Leads and Governor to share impact report of key actions to date with the full governing body. (July 19) - EHCP / Curriculum Leads and DHT review curriculum to ensure it aligns with the revised curriculum, assessment and staffing model. (Ongoing- complete by Sept 19) 		SLT Lead AK / ED Governor: Huw

Resource Requirements	Impact
DHT Time	<ul style="list-style-type: none"> - Subject leader role is aligned with the revised curriculum and assessment. - EHCP and Curriculum leaders clearly identify strengths and areas of development within their area and have devised a clear annual action plan. - EHCP and link Governor can concisely report on the impact of the actions has had on the pupils.

Personal Development, Behaviour and Welfare

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>Develop a whole school focus on raising the profile of emotional wellbeing and resilience for both pupils and staff.</p>		<ul style="list-style-type: none"> - DHT and Kirsty Tudor to lead on developing the profile of emotional wellbeing and resilience for pupils and staff. (Ongoing) - DHT and Kirsty Tudor to attend mental health training (Sept/Oct 2018) - Emotional resilience training and support to be delivered for SLT (Nov 2018) - DHT and Kirsty Tudor to work alongside a Clinical Psychologist to develop and implement an appropriate support programme for both pupils and staff. (ongoing from Jan 19) - DHT to implement wellbeing resources / strategies for pupils and links to the curriculum (ongoing from Jan 19) - Identify students to actively support through targeted intervention. (Jan 19) - DHT to identify routes and resources for staff to support pupils mental wellbeing and how they can access the relevant support for individual pupils. (ongoing) - DHT to lead on 'healthy schools' and monitor and report on the impact this is having on pupils. - DHT to identify training opportunities for staff to support pupils with emotional wellbeing and resilience for both staff and pupils. (Ongoing) 		<p>SLT Lead AK / SN</p> <p>Governor: Huw</p>
<p>Resource Requirements</p>		<p>Impact</p>		
<p>DHT / SN Time Staff meeting time</p>		<ul style="list-style-type: none"> - Staff feel equipped and confident to support pupils with emotional resilience and wellbeing. - Staff have access to a range of tools and support to increase emotional wellbeing and resilience. 		

Training Needs	<ul style="list-style-type: none">- Pupils have access to a range of tools and support to increase emotional wellbeing and resilience.- Incidents of challenging behaviour decrease whilst emotional wellbeing increases for identified pupils.
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Personal Development, Behaviour and Welfare

Goal	Responsibility	Milestones	Achieved	Monitoring
<p>Continue to actively reduce the number of incidents of challenging behaviour.</p>	<p>DL's</p>	<ul style="list-style-type: none"> - DL's to lead termly meetings with class teams focussing on the incidents of challenging behaviour and the proactive strategies being implemented to actively reduce these incidents. (Termly) - DHT to feedback to the Governing body the termly incident reports highlighting the strategies to actively reduce for scrutiny of impact. (FGB meetings) - Review current PROACT-SCIPr-UK training package to ensure relevant for current needs of pupils and staff. (Nov 18) - DHT to compile a Positive Behaviour Support set of agreed guidelines for all staff to follow. (Dec 18) - Systematic PROACT-SCIPr-UK training package to be delivered to all new and existing staff members as required. (Ongoing) - Ongoing training opportunities provided to staff where needed and identified via termly meetings with DL's. (Ongoing) - Class teachers to review pupils individual positive behaviour support plans as appropriately. (Ongoing) - DHT to lead the Baytree Behaviour Bunch (BBB) to provide teams with opportunities to share best practice and discuss new initiatives. (TBC) - DHT to feedback to the Governing body the yearly incident report highlighting where incidents of challenging behaviour have reduced and the strategies that enabled this. (July 19) 		<p>SLT Lead</p> <p>CO / LP</p> <p>Governor: Huw</p>

Resource Requirements	Impact
	<ul style="list-style-type: none"> - Implementation of proactive strategies actively reduced the number of incidents of challenging behaviour. (behaviour report) - Pupils are provided with strategies to manage their own behaviour therefore reducing anxiety and increasing readiness to learn. (pupil progress report) - Increased staff confidence and competence in supporting pupils with challenging behaviours.

