

Overview of Key Priorities of School Development Plan 2018/19

Ofsted Key Judgements	Whole School Action	Success Criteria	Key Priorities
Effectiveness of Leadership & Management	<ul style="list-style-type: none"> Maintain a culture of high expectations and aspiration to ensure all pupils reach their potential. Through targeted PR share the vision of the school Restructure the Governing Body ensuring all are fulfilling their roles and responsibilities Work with the LA to support in the implementation of parts of the SEND Strategic Plan (Phase 1) Embed the role of Subject Leaders in contributing to the standards of teaching and learning To maintain and develop Health and Safety policy into practice To continue to ensure high level of safeguarding practices across the school 	<ul style="list-style-type: none"> Ensure all stake holders are fully aware of the schools vision All staff fully understand their roles and responsibilities within the school All Governors are fully engaged in the schools development and follow up their statutory responsibilities. Contribute to Phase 1 of the plan incl universal and targeted provision Contribute to NY Inclusion Partnership / Local Area Inclusion Steering Groups Health and Safety planner is up to date and followed by the working group Safeguarding continues to be a strength 	<ul style="list-style-type: none"> Recruit Head teacher and ensure smooth leadership / senior management transition arrangements To ensure all stake holders are secure in our school vision PR – school brochure/ website/ leaflet/ open evening Develop secure succession planning with FGB and SLT Secure the roles and responsibilities of the admin team Ensure all Governors are confident in supporting the planning of the strategic direction of the school. Plan and evaluate the CPD of all members of staff Embed a rigorous appraisal system at every level, to include a culture of coaching and mentoring All staff confident in all safeguarding policies and procedures

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Teaching, Learning & Assessment	<ul style="list-style-type: none"> Teaching & Learning is at least good with the majority being outstanding based on observations, pupil tracking and book scrutiny Develop the long /medium term plans for Maths to ensure full coverage of skills needed. Evaluate and revise the English curriculum for Formal Learners Continue to develop knowledge and understanding of dyslexia Ensure the school assessment cycle is followed and data is collated which is meaningful and used to inform next steps Consider the introduction of an alternative assessment framework Interventions both academic and pastoral are planned for and the necessary baselines and data collated Develop the Science curriculum offer for all formal learners to ensure breadth and progression through the Key Stages Continue to develop the use of the building and in particular the outdoor environment so that it supports learning, including the setting up of a community café. 	<ul style="list-style-type: none"> All teaching staff are committed to ensure all pupil achieve well, they have a deep knowledge and understanding of the needs of all pupils and have high expectations of all. Long /medium term plans are fit for purpose to maximise progress All staff have a sound knowledge of the difficulties associated with dyslexia and the strategies required to support All staff have consistent approach when assessing pupils / Action points raised / shared to ensure a robust approach Develop play opportunities by increasing resources and equipment available Outdoor spaces are developed and maintained ensuring staff and pupils take responsibility for their environment. Café up and running providing work experience for our pupils and links with wider community Develop relationship with Hidden Horizons who would provide support setting up a 'forest school' area and other outdoor initiatives. 	<ul style="list-style-type: none"> Robust appraisal cycle /observations Opportunities to share good practise – shared planning / CPD Class Leaders observe TA's – shared understanding of 'outstanding' lesson CPD – Dyslexia, to include all staff Complete 'dyslexia friendly' audit in order to prepare action plan to improve dyslexia provision and prepare for Autism Quality Mark Re-evaluate the assessment tools in line with Rochford Review Data collated at each assessment cycle pint across the year to include interventions. Introduce assessment tool in order to measure progress quantitatively in numeracy Subject Leaders to follow the SL cycle. Action Plan the café project Liaise with Hidden Horizons to set up support package throughout the year

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Personal Development, behaviour & welfare	<ul style="list-style-type: none"> Continue to ensure the management of behaviour has a holistic approach focusing on the individual needs of the pupils and therefore having a positive impact on the outcomes of all the pupils. Use the THRIVE approach to provide a powerful way of working with children and young people with attachment disorder To continue to monitor and support regular attendance Continue to develop strategies for promoting staff health and well-being Continue to increase opportunities for Spiritual, Moral, Social and Cultural Development Continue to provide a personalised sensory programme for all pupils with sensory needs. Use of Academic Resilience Framework to use approaches which will impact on emotional well-being and learning Be part of NY pilot group to develop a new Healthy Schools Award. 	<ul style="list-style-type: none"> Staff can identify the ethos used around the 'Team around the Child' approach Staff clear regarding the ethos of the PBS and can articulate it Behaviour data becomes more detailed whilst being 'user friendly' ensuring all staff understand To remain at 93% or better Positive feedback from staff via the staff questionnaire An improvement in moral therefore making all staff more effective in their roles All pupils to be involved in a range of enrichment activities throughout the year Use of sensory framework to ensure all pupils targeted. Measure the impact of sensory programmes with regards to behaviour and learning Use of the Academic Framework throughout the school. Impact measures incl Boxall Gain the new Healthy Schools Award 	<ul style="list-style-type: none"> All staff trained in NAPPI Level 2 Two members of staff to become THRIVE practitioners and whole school THRIVE awareness training. Evaluate the use of Individual Reflective Chronologies and look at possibly incorporating to Positive Behaviour Scales Review the inclusion of SEMH pupils and use of 'The Nest' (nurture rooms) and the use of 'Team around the Child' approach. Review the impact of whole school behaviour via NAPPI system; to include impact of sensory plans. Staff welfare team implemented. Mindfulness sessions to continue and other 'well-being' activities Parent groups, to include training and awareness sessions To enable the pupil voice to authentically represent the views of pupils, including by raising the profile of the school council. Sensory framework followed by all staff, ensuring pupils have sensory profiles / diets if required

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Outcomes for pupils	<ul style="list-style-type: none"> Pupils make expected or above progress from their starting points through personalised programmes. Using the SCERTS assessment framework pupils make good or outstanding progress Embed a system that links EHCP targets with short term targets and monitors the outcomes with personalised assessment of progress and termly monitoring Ensure higher ability pupils are challenged through the use of an appropriately personalised curriculum Embed interventions (academic and pastoral) with the use of baselines in order to measure progress 	<ul style="list-style-type: none"> Completed assessment cycle, including dates for all stakeholders. Subject Leaders reports completed as highlighted on the assessment cycle. To attain whole school targets. <p>Targets for expected progress or better: Reading – 97% Writing – 97% Maths - 95%</p> <ul style="list-style-type: none"> Use of MAPP to show small but significant steps of progress for semi-formal learners Parents report clarity re progress and how it is reported Lesson observations / learning walks/ book scrutiny's report that all pupils are being appropriately challenged The impact of interventions are evident showing progress 	<ul style="list-style-type: none"> The assessment cycle revised to allow for more timely targeted intervention following assessment. English and Maths Leads regarding key pupils and cohorts within two weeks of assessment data collection. Streamline the assessment process in order to capture data at meaningful point whilst ensuring effective tracking. Commitment to the Secondary Literacy Collaborative. Focus to be decided autumn half term. All formal learners leave with a discrete qualification in English and Maths Move from ASDAN (towards independence) to AQA Unit Award Scheme for semi-formal learners Ensure all pupils have access to appropriate careers curriculum. Gain Quality in Careers Award Staff training re interventions and measurements of progress

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Effectiveness of the early years	<ul style="list-style-type: none"> To ensure all early years' pupils make outstanding progress based on learning intentions agreed at EHCP meetings: tracked using "Mapp" and the EYFS profile-highlighting progress from their starting point in all areas of the EYFS. 	<ul style="list-style-type: none"> To have improved EYFS pupils' outcomes based on their individual starting points above that sustained in mainstream settings. To have created an EYFS assessment cycle which can be used as a working document, which is effective with being onerous. 	<ul style="list-style-type: none"> To explore local EYFS clusters meetings, ensuring best practice and new advice is embedded. To use the "Dales" frame work for SEN EYFS shared by Sharron Kettleborough (SSIP lead) To create a Woodlands specific frame work for the Assessment of EYFS Pupils. To explore the "research on the use of the SEND Review Guide in EYFS settings" Via the NASEN.

