

The Woodlands Academy School Development Plan 2018 -19

Leadership and Management

Maintain a culture of high expectations and aspiration to ensure all pupils reach their potential

Target	What needs to be done	Success Criteria	RAG - Autumn	RAG - Spring	RAG - Summer	SEF Reference
Review leadership team and restructure to ensure it has a positive impact on learning and outcomes for pupils	-Recruit permanent Head teacher -Ensure smooth transition of leadership/senior management roles	-Stakeholders are confident in the Leadership structure -Leadership and Senior Management roles and responsibilities are clear				7
Ensure all stakeholders understand the vision and ethos of the school	-School vision to be evaluated and revised if required -Through targeted PR share the vision of the school – school brochure / leaflet/ website updates/open evening	-Stakeholders and the wider community are fully aware of the schools vision - School brochure / leaflet up to date -Schools vision clearly visible around the school -Website is kept up to date -Open Evening is a success				7/8
Re structure the Governing Body ensuring all	-Establishment of committees – Teaching, Learning & Safeguarding	-FGB and committees are well attended with all Governors fully				7/8

<p>Governors fulfil their roles and responsibilities</p>	<p>/ Resources / Strategy Group and terms of reference - Establish Lead Roles - All Governors complete an Induction and develop their skills and knowledge - Governor visits scheduled on annual monitoring timetable.</p>	<p>engaged in the schools development and follow up their statutory rights</p>				
<p>Embed the Subject Leader roles in contributing to the standards of teaching and learning</p>	<p>-SMT to monitor Subject Leaders action plans and provide feedback and advice on changes if required -SMT to provide advice and mentoring to identified staff -Subject Leaders actively monitor their subject, including teaching and learning, resourcing, outcomes</p>	<p>-Staff have an accurate view of standards across the school and take appropriate action to address any weaknesses -Subject Leaders follow the monitoring cycle -Clear pupil progress evident in Subject Leader files</p>				<p>7/10/11</p>
<p>Work with the Local Authority to support in implementing parts of the SEND Strategic Plan (Phase 1)</p>	<p>-Re send break down of ways in which school could contribute in response to SEN Strategic Plan -Meetings with LA</p>	<p>-Contribute to Phase 1 of the plan incl support to universal and targeted provision - Contribute to NY Inclusion Partnership -Contribute to Local Area Inclusion Steering Groups / Panels</p>				<p>1/4/8</p>

Teaching, Learning and Assessment

Further improve the quality of teaching and learning across the school						
Target	What needs to be done	Success Criteria	RAG - Autumn	RAG - Spring	RAG - Summer	SEF Reference
<p>Reading & Writing Evaluate and revise the English curriculum for Formal Learners</p>	<p>-Ensure Long /Medium Term plans are appropriate for all learners to ensure breadth and progression and maximise progress. -Use of Dylsexia Quality Mark standards audit to identify areas of strength and improvement.</p>	<p>-The English curriculum for Formal KS 2 /3 teams has breadth, progression and compliments the curriculum offer on Formal KS 3/4 including The Open Awards qualifications and Functional Skills. -Pupils make progress and enjoy the subject matter. - 'Dyslexia friendly' teaching is evident around the school - Areas of Improvement are identified and actions to enhance provision secured - Clear indication of timescale to start DQM evident</p>				9/10/11

<p>Maths Develop the long/medium term plans for Maths to ensure full coverage of skills needed</p>	<ul style="list-style-type: none"> -Match the current LTP's to the Numicon resources in school alongside the functional skills curriculum - Introduce a measure (similar to YARC) providing a quantitative measure of progress made throughout the year 	<ul style="list-style-type: none"> -Long term Plans are improved to allow for pupils to maximise progress -All teaching staff are confident when following the new plans and Numicon - A reliable progress measure comparing maths ability at the start and end of each year. -Pupils enjoy Maths lessons, finding them meaningful and practical 				9/10/11
<p>Science Develop the Science curriculum to ensure breadth and progression through the Key Stages</p>	<ul style="list-style-type: none"> -Review the curriculum offer for formal learners to ensure breadth and progression - Review Semi- Formal curriculum - Monitor teaching and learning through Subject Leader role - Audit resources and replenish / central resource area - Create a data base of science plans 	<ul style="list-style-type: none"> - Revised LTP/MTP's for Formal Learners KS 2-4 -All pupils are catered for, with a focus on challenging the more able - A comprehensive review of semi-formal curriculum and way forward -Areas of strength / improvement identified in teaching and learning -Staff feel supported by Subject Lead 				9/10/11

		-Resources are accessible				
<p>Monitoring Continue to monitor teaching and learning on a termly basis and provide coaching and peer support to increase the proportion of lessons to outstanding</p>	<p>-Termly lesson observations – teachers Twice yearly – TA's -Appraisal targets set Autumn Term (first half) used to identify moving teaching to outstanding -Informal action plans put in place for any staff who 'Requires Improvement'</p> <p>See monitoring & evaluation guidance and Appraisal Cycle</p>	<p>-Lessons are deemed as good / outstanding - Areas of development are identified and actioned -Staff feel supported and valued - Teaching staff have the opportunity to gain peer support - TA's provide evidence of targets achieved</p>				9/10/11
<p>Assessment Ensure the current school assessment cycle is followed and data collated is meaningful</p> <p>Exploration of alternative assessment framework for whole school development reflecting the holistic</p>	<p>-Assessment Lead twice yearly reports -Book looks linked to subject leadership. -Personalised learning journal evaluation and moderation. -Timetabled moderation meetings to ensure consistency across school.</p> <p>-Attendance at SSIP meetings, contributing to agendas and feedback countywide approaches.</p>	<p>-Action points raised / shared and actioned to ensure a robust response -All staff have a consistent approach when assessing pupils - Sharing of good practise through SSIP meetings / Disseminate to SMT -Any revised assessment tools agreed and ready</p>				9/10/11

needs of the pupils(formal and semi-formal)	-Link with school already using alternative assessment frameworks such as onwards and upwards. -Meetings with providers following review of assessment frameworks/systems	to use from Sept 2019				
Teaching & Learning Environments Develop the use of the building, including the outdoor environment so that it supports a wide range of learners	-Review use of teaching spaces and how best used with current and projected cohorts -SMT to prioritise an action plan to detail the use of outdoor space. To incl, links with Hidden Horizons – possible 'forest school' -Action plan the café project with timescales	-Most efficient use of spaces when responding to consultations for pupil places throughout the year -Ensure the current pupils have minimal disruption by an necessary changes -Outdoor spaces are kept tidy with all staff and pupils taking responsibility				1/11
Target from School Development Plan 2017/18 – Monitoring						
Marking & Feedback To review half termly marking and feedback and the impact on pupil learning	-Book scrutiny half termly – SMT /SL to undertake -To undertake book scrutiny on a regular basis for any identified staff	- Consistent use of a purposeful and manageable marking scheme. -Pupils are aware of personal targets and next steps to achieving these				10

Personal Development, Behaviour and Welfare

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

Target	What needs to be done	Success Criteria	RAG - Autumn	RAG - Spring	RAG – Summer	SEF Reference
<p>SEMH pupils - THRIVE approach Provide a nurture base for a cohort of SEMH pupils and intervention space to enable pupils to access identified interventions</p> <p>Provide an environment, approaches and strategies appropriate to meet the complex needs of SEMH pupils effectively</p>	<p>-To furnish and resource a set of nurture rooms. -To timetable the use of the rooms. -Two members of staff to be trained as practitioners in the Thrive approach. -Thrive awareness session for 30 staff members. -To embed the Thrive program into the Academy ethos and approach to meet the needs of SEMH pupils.</p>	<p>-An environment that is cohesive to the needs of the pupils to meet their complex social, emotional and mental health needs. - Intervention rooms are used daily by a range of cohorts - All staff have an understanding of THRIVE ensuring a unified approach - Staff are confident in identifying and supporting pupils using the strategies and supports available. -Pupils with SEMH make progress as identified by the THRIVE measures</p>				12/13/14

<p>Review success/inclusion of SEMH pupils via impact review on whole school behaviour.</p>	<ul style="list-style-type: none"> -Termly reviews of key pupils via NAPPI reporting system. -Creation of positive behaviour care plans in place for September -Reviews for new pupils after 6 weeks. -“Team around a child” approach to be used when creating positive behaviour care plans 	<ul style="list-style-type: none"> -Report detailing incidents available to SMT to review impact against previous cohorts. -Identification of key approaches positive impact of these on identified pupils. -Staff team roles in responding to SEMH needs identified for all staff including out teams. 				<p>12/13/14</p>
<p>Behaviour Management To gain level 2 NAPPI training for all staff and create a rolling rota for certification to best meet the need of the school population.</p> <p>Evaluation of IRC system and possible incorporation in to Positive Behaviour Scale</p>	<ul style="list-style-type: none"> -Staff training needs identified for new and existing staff. -Review of current staff skills vs proposed deployment for next year. -Evaluate existing IRC and issues with use of language. -Issues from GDPR reviewed concerning the original purpose for the IRC. -Training around this with staff teams. 	<ul style="list-style-type: none"> - All staff confident in Behaviour Management using the PBS and NAPPI strategies -All staff confident in new recording system - An easily accessible system which informs staff and outside agencies about any social, emotional issues ways to manage these and any successes in dealing with these 				<p>12/13/14</p>

<p>PSHE teaching and learning Embed the PSHE curriculum to ensure it is appropriate for pupils of varying needs and understanding.</p>	<p>-To rewrite the semiformal and formal long term plans for PHSC showing coverage including SMSC and focus weeks/days. -To liaise with SMSC co-ordinator to compile an event calendar. -To become a member of the PHSE association and attend network meetings to gain new knowledge and access resources</p>	<p>-There is a robust PSHE /RSE curriculum in line with the new framework and expectations. -New resources are available for staff to lead successful learning sessions.</p>				12/13
<p>Sensory Continue to provide a highly personalised sensory programme for all pupil with sensory needs to allow them to regulate their behaviour and achieve an optimal level of arousal To complete the final part of the Working Party project to create a website supporting the framework for</p>	<p>-Complete updated sensory guidelines/ procedures and secure the implementation of practices. -Link with Behaviour Lead to explore ways of measuring the impact of sensory diets using behaviour data -Meet as a working party to identify secure assessment procedure and strategies linked to EHCP</p>	<p>-All staff understand and use the sensory guidelines and procedures -Measure impact of sensory programmes to regulation of behaviour -Launch of the 'Ready Sensory Learn' Website</p>				5/14

<p>sensory presentation, assessment strategies and outcomes linked to EHCP</p>						
<p>Academic Resilience Framework To use whole school resilience – based approaches to impact on emotional well-being and learning</p>	<ul style="list-style-type: none"> -Complete a resilience framework audit -Complete an action plan -Compass Buzz training for whole school - Staff awareness and focus areas -Update healthy schools mark 	<ul style="list-style-type: none"> -Use the Academic Resilience Framework throughout the school 				14
<p>Healthy Schools Award Be part of NY pilot group to develop a new Healthy Schools award</p>	<ul style="list-style-type: none"> -Take part in consultation session -Be part of the process to create a scheme that fits the needs of Woodlands 	<ul style="list-style-type: none"> -Gain the new Healthy Schools Award 				14
<p>Target from School Development Plan 2017/18 – Monitoring</p>						
<p>Safeguarding To ensure continuing robust and rigorous practice in safeguarding pupils</p>	<ul style="list-style-type: none"> -Read relevant safeguarding policies during induction process and complete online training -Child Protection training Sept 23rd -DSP training every 3 years 	<ul style="list-style-type: none"> -All staff to be confident in safeguarding procedures 				12/13/14

	-Safeguarding posters visible throughout school					
Attendance To continue to monitor and support regular attendance	-Follow attendance guidelines to ensure procedures remain robust	-To remain at 93% or better -Pupils are flagged up when attendance goes below 95%				5
SMSC Continue to increase opportunities for Spiritual, Moral, Social and Cultural Development	-Produce yearly overview including dates. -Ensure subject leaders lead the arrangements for significant dates	-Pupils from all classes to gain an insight into different faiths and cultures				5
Parent Participation Continue to develop parent groups, to include training and workshops	-Produce parent group / workshop calendar for the year -Ensure parent workshops cover a range of themes -Invite outside agencies - Parents involved in Healthy Living Club	-Parents are informed about a range of subjects related to their child including Autism, Communication, Sensory, Behaviour Management -Parents have the opportunity to meet each other and share thoughts. -Parents feel more informed about how to encourage their child to lead a healthier lifestyle				6/14

Outcomes for pupils

Target	What needs to be done	Success Criteria	RAG - Autumn	RAG - Spring	RAG - Summer	SEF Reference
<p>Academic outcomes Pupils make expected or above progress from their starting points through personalised programmes</p> <p>Targets for expected progress or better: Reading – 97% Writing – 97% Maths - 95%</p>	<p>-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.</p>	<p>-Completed assessment cycle, including dates for all stakeholders. -Subject Leaders reports completed as highlighted on the assessment cycle. -To attain whole school targets. Targets for expected progress or better: Reading – 97% Writing – 97% Maths - 95%</p>				15/16/17/18/19
<p>Qualifications and Accreditation To move from ASDAN to the Skills for Further Learning and</p>	<p>-Ensure timetable is in place to fulfil requirements for Guided Learning hours -Staff training to ensure confident in delivering</p>	<p>-All Year 11 Formal Learners leave with an appropriate qualification in Skills for Further Learning and</p>				11/19

<p>Employment (Open Awards) Qualification</p> <p>All Formal Learners will leave with a discrete qualification in English and Maths</p> <p>To move from ASDAN (Towards Independence) to the AQA Unit Award Scheme for semi-formal Learners</p>	<p>and assessment of qualification</p> <ul style="list-style-type: none"> - Monitor quality of teaching and learning - Formal KS 3/4 teams deliver Functional Skills once per week -Monitoring to ensure progress towards fulfilling the requirements -Pupils become familiar with a formal test setting -Ensure all staff confident in delivering and assessment 	<p>Employment by July 2019</p> <ul style="list-style-type: none"> -All Year 10 pupils will have completed enough to move onto a Diploma in the following year -All Formal Learners (YR11) will leave with a qualification in Functional Skills English and Maths by July 2019 -All achievements recognised by a portfolio of certificates 				
<p>SCERTS</p> <p>Continue to embed the SCERTS Approach within the Semi Formal settings</p>	<ul style="list-style-type: none"> -Identify which pupils to target from the Semi formal classes -Continue to review individual pupil scores in accordance with the SCERTS programme. -Progress made in SCERTS is consistent in all teams and is made -SCERTs moderation groups termly 	<ul style="list-style-type: none"> - List of pupils / all following SCERTS framework -Staff are able to show pupil progress within the programme across the school year. -Any lack of progress will be identified and staff will respond to this following discussions with the SCERTS Lead 				5/15

<p>Golden Thread Embed a system that links EHCP targets with short term targets and monitors the outcomes with personalised assessment of progress and termly monitoring</p>	<ul style="list-style-type: none"> -Refine pupil evidence and tracking folder, further streamlining evidence to ensure EHCP targets are embedded throughout the academic year. -Meet with teachers and instructors to share best practice. -SMT to monitor effectiveness of new system. 	<ul style="list-style-type: none"> -Collecting of evidence is rigorous as a working document. -Progress towards ECHP outcomes prioritised. -SMT are able to review how an ECHP outcome is developed across the year for individual pupils. 				10/11
<p>High ability pupils Develop the outcomes of high ability pupils through the use of a highly differentiated curriculum</p>	<ul style="list-style-type: none"> -Pupils who made significantly above expected progress last academic year have been identified and targets to challenge set. -The new assessment cycle will identify pupils making above expected progress early in the academic year. Targets will be revised at this point to ensure further stretch and challenge for those pupils. -Subject Leaders will meet with class teachers following data collection to ensure those pupils who are 	<ul style="list-style-type: none"> -Individual pupils who have a particular academic strength are identified and challenged appropriately through quality first teaching. -Pupils identified would make accelerated progress in their area of strength. -Pupil with a particular gift and talent will have experienced opportunities to build on those talents. 				9/10/11

	<p>achieving better than expected progress have appropriate curriculum/intervention to build on these strengths.</p> <p>-If a pupil is identified as having a particular 'non-academic' gift or talent, opportunities will be sought to build and enhance these skills.</p>					
<p>Interventions Embed interventions, with the use of baselines to measure progress</p>	<p>-Evaluate the impact of data from curriculum leads on interventions and progress vs expectations.</p> <p>-Review of targeted interventions via curriculum leads.</p> <p>-Data to be collected at each assessment cycle point across the year.</p>	<p>- Targeted pupils have access to English and Maths interventions</p> <p>- Interventions are reviewed and the impact measured by Subject Leads</p> <p>- Staff have a clear knowledge of interventions used and measures to evaluate impact.</p>				15

Effectiveness of the Early Years

Target	What needs to be done	Success Criteria	RAG - Autumn	RAG - Spring	RAG - Summer	SEF Reference
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 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. 	<ul style="list-style-type: none"> -To have contributed to the NASEN project regarding SEN eyfs development. -To have meet all learning intentions set for EYFS pupils via EHCP reviews. -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. 				