The Woodlands Academy School Development Plan 2017 -18

Leadership and management

- Governance and governor active involvement and knowledge improve
- The effectiveness of leadership strives to be outstanding because it has a positive impact on the quality of teaching, learning and assessment leading to outstanding pupil outcomes.
- Restructuring of leadership and whole school staffing, based on the reflection of change and priorities is aimed to enhance the quality of leadership across the school because it has had a positive effect on the quality of teaching and learning.
- Teachers and teaching assistants are extremely clear about what has to be taught, how it is to be taught and their role in assessment and learning.
- Strategic monitoring ensures that the school improvement and development priorities in the relevant plans are met
- Subject leaders' plans are met within budget and timescale.
- Performance development for all staff is carried out effectively across the school.
- All teachers have been appraised according to the teachers' standards.
- Under-performance is identified, addressed and managed within a timescale with a clear outcome
- Parental engagement is positive and improving.

To sustain highly motivated levels of leadership in the school, including Governance					
Target	What	Who / When	Budget / Resource Implications	Success Criteria	SEF reference
Review leadership team and restructure to ensure it has a positive impact on learning and outcomes for pupils	Ensure new AHT and SMT are clear about their roles and responsibilities and set challenging targets for improvement AHT's to lead on key school improvement	AF / AC / DL /Governors SMT		Recruitment of a highly skilled assistant head to fulfil Performance development targets met Training objectives met and pupil progress	P2 P8

				improves over time	
	areas to secure improved pupil progress over time AHT to improve leadership knowledge, skills and experience through training so that leadership has a positive impact on learning across the school				P8
Ensure all governors are fully engaged in the school's development and maintain a balanced skill set to support the working life of the school Governors are confident in planning the strategic direction of the school and following up their statutory responsibilities.	Write a Governor's action plan to ensure all governors fulfil their responsibilities in a timely manner Clear monitoring system to be followed by all link governors Use the Autism Education Trust Standards to monitor teaching and learning using competency framework.	AC / AF/BW/MJ/DL All Governors AC /AF	None	Governors to ensure clarity of vision, ethos and strategic direction Hold leaders to account for the educational performance of the school and its pupils, and the performance management of staff. Oversee the financial performance of the organisation and making sure its money is well spent	P10
Embed a rigorous appraisal system for all staff ensuring staff have	Line Management structure renewed annually	AC / AF / SMT All staff	Training possibly identified depending on targets.	All staff work towards meeting their targets throughout the year and	P1

targets linked to the school development plan and provide evidence as to how they have met these targets	Revised staff appraisal policy			provide evidence for this.	

Teaching, learning and assessment

- Evidence from observation of teaching and learning demonstrates shows that staff support and challenge pupils to improve the quality of learning.
- Good understanding of pupil's individual special educational needs and evidence of robust planning to meet these needs.
- The new assessment, recording and reporting system is monitored by leadership to ensure that expectations of pupil achievement are high and realistic.
- Excellent collaborative teamwork between teachers, teaching assistants and other professionals means that opportunities for learning are maximised and pupil progress is assured.
- Subject leaders lead , evaluate and develop their area of responsibility
- Teachers / instructors are clear in their expectations of TA's who fulfil their role to a high standard
- ICT is used very effectively to support and challenge pupils so that they are meaningfully engaged and motivated to learn

Deepen the curriculum for both semi-formal and formal learners across all school phases					
Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF Reference
Subject Leaders to recognise the importance of monitoring progress and the quality of teaching and learning in subjects they lead.	To monitor the impact of curriculum development via work scrutiny, learning walks, planning scrutiny to ensure development of curriculum.	Subject Leaders Governors – link	Cover implications	Greater level of accountability and feedback given to staff at regular intervals will lead to quick subject development.	P2 P9

In both semi-formal and formal settings pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.					
Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF Reference
To improve the quality of teaching and learning so that pupils are active learners, all lessons are good or better and pupils make good progress	To ensure all teaching is good and a good proportion is outstanding Differentiation ensures that all work set is closely matched to the point they have reached in their learning. Heighten the awareness of senior management on the importance of focusing more clearly on the learning within the session that occurs because of the teaching. Develop a common understanding of what 'good' and 'outstanding' learning and teaching looks like.	SMT / Subject Leaders / Governors - Observations Drop Ins Learning Walks	None	Lesson Observation reports – good / outstanding Drop Ins – actioned if required Learning Walks – show pupil engagement and progress Formative and Summative assessment show progress	P3 P4 P9

Improve the reading skills of all pupils.	TRUGS- Use of a systematic synthetic phonics teaching aid. Purchase more TRUGS resources and compile guidelines for use Guided reading sessions. Targeted phonic interventions for pupils who struggle to discern sounds.	LED / AC	TRUGS £400 Reading books £300	100% of pupils not on MAPP assessment programme will make at least expected progress against CASPA targets To be reviewed termly –see assessment cycle	P2 P4 P5
Develop comprehension skills for pupils	Interventions for pupils to develop comprehension skills and promote engagement and enjoyment of reading e.g. Better Reading Support Partners	Teaching teams to organise	None	YARC assessment to be completed before and after the intervention – see results	
Writing – increase pupils progress in writing.	Use of software for reluctant writers – Clicker 7 Improve handwriting for semi-formal learners with use of 'Dance Write' programme Identify pupils who are not making expected progress and	 AC / AS / LED Semi-formal team All teachers	In house training – no cost Laptops -	100% of pupils not on MAPP assessment programme will make at least expected progress against CASPA targets To be reviewed termly See assessment cycle	P2

	identify appropriate interventions e.g. 1st class @writing programme	LED / LJ			

Refine professional practice and continue to develop staff skills in the use of a range of resources / interventions					
Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF reference
Staff will be competent in using Numicon to provide Activity-based learning activities to develop pupils' number skills.	Every class will be adequately resourced Teachers will have access to numicon planning books Staff will be trained by the numeracy subject leader	SE / All staff	£1500 spent July 2017 No cost this year	Investment previously made in Numicon intervention to be fully utilised. Progress made in maths across the school 100% of pupils not on MAPP assessment programme will make at least expected progress against CASPA targets To be reviewed termly See assessment cycle	P4
Pupils will use Clicker 7 for word processing and therefore improve sentence construction.	Monitor the use of Clicker 7 to aid reluctant writers	LC / All staff		Lesson Observations Learning Walks Subject Leadership – monitoring	P2
Boxall Assessment – Enable staff to identify areas of focus and to show development of skills for pupils	Identify how Boxall assessment can be used in highlighting areas of development / intervention required and impact for a	Pastoral Support Manager / class leaders		Barriers to learning are identified and reduced using a range of interventions for a cohort of pupils	P7

requiring interventions. To reduce barriers to learning.	cohort of pupils.			Impact is shown through the Boxall assessment process.	
Embed the intervention tier approach and a clear referral process.	Publish a clear referral process.	Pastoral Support Manager	Lego £200	Impact of interventions	P5 P7
To ensure all pupils who are identified as requiring support in the areas of social communication and emotional regulation have a level of SCERTS assessment.	Pupils to be identified as requiring a SCERTS assessment. Social communication groups focused on certain areas of ned in this area to be organised initially in KS4. Liaison with SaLT service to support.	RLo / ACa / class leaders		Pupils are progressing in their social communication and emotional regulation. Impact is shown using MAPP.	P5
Sensory – Working party to identify outcomes and how to measure impact including EHCP input	Meet as a working party to identify assessment procedures and strategies. New profiling tool	SBK / Working Group from other Special Schools		Secure framework for sensory presentation, assessment strategies and outcomes with links to EHCP	

Develop further the assessment systems in light of the Rochford Review

Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF reference
Redesign of school assessment cycle to be reflective of whole school approaches.	MO to collate existing information and systems in school, reflecting school practices.	MO	None	All staff to be aware of assessment cycle and use as integral part of teaching practice. Measurable impact of improved data for co-ordinators/teachers/ Instructors and pupils.	P3
Assessment policy to reflect school practice and be inclusive or all tools and measures.	Data and assessment lead to create new policy in line with best practice and in light of current legislation both statutory and non-statutory. SLT to review with governors. Policy to be shared and made available to all stakeholders.	MO AC/AF and governors KL via website and all stake holders. SMT via briefing and emails.	None	All teaching teams secure in their understanding and tracking of pupil progress linked to informal and formal curriculum. Staff moderation, established levels of comparison, and shared language.	P3 P4
Introduce MAPP and Tapestry to whole school in line with new curriculum and assessment cycles.	Data and assessment lead to attend MAPP training and feedback to SMT. Data and assessment lead to deliver whole school training to both formal and informal teaching teams. Data and assessment lead and	MO/ AS	Purchase of MAPP Purchase of Tapestry licence ICT co-coordinator to purchase any additional hardware.	Whole school use in line with expectations outlined in assessment cycle and policy. Close tracking by co-ordinators and any improvement in pupil's progress and attainment. Improvement in moderation and	P3 P4

	curriculum lead to review targets and personalised learning intentions: are they aspirational? Realistic? Achievable?

Purchase Tapestry as evidencing tool and set to reflect whole school needs.

Assessment and data lead to deliver whole school training for all teachers and instructors to reflect needs of cohorts.

SLT to review observations and ensure sufficient evidence in line with curriculum leads needs and moderate staff judgements. | MO

SS/ST

MO

MO/AC/SB/AF/Rl/SE/Led | | shared/common language for assessment. | |
| Review of existing pupil tracking target-setting measures. | Data and curriculum leads to revise pupil's evidence and target setting.

Creation of holistic pupil view: personalised learning intention Map (plim)
Impact of target setting last academic year. Explore pupils exceeding targets, link to leaders close tracking and teaching staff setting challenging/aspirational | MO/AC | None | Embedded use within working walls, pupils aware and targets tracked across the term. Evidence collated in T.M.E folders and tapestry. | P5 |

	targets termly.				
Reading: YARC – To be included on the assessment cycle and for teaching teams to be aware of pupils with similar reading levels and thus set intervention groups.	Literacy Subject Leader to analyse data and inform teaching teams. Staff to receive YARC training session	LED / AC	None		P2 P3
Qualifications: Establishing qualifications to reflect current needs of pupils.	Review of current accreditations and qualifications available that will meet the needs of the pupils and future cohorts. Selection of programme of study. Registration of course and contents at appropriate level.	MO/RBI/SB/SS/MW From autumn term 17	Registration fees Certification fees.	Successful centre recognition. Completion of mandatory training for Staff and admin. Pupils registered. Successful external moderation Successful standardisation. Successful completion of respective awards/certificates/diplomas by Pupils	P3
Embed a rigorous, purposeful marking system to ensure this informs next steps for learning.	Consult all staff regarding most purposeful marking system. Ensure consistent approach within teaching teams	AC /AF /SMT All staff	None	Introduction of a marking system that is purposeful and manageable. Pupils are aware of personal targets and how well progressing to achieving these.	P4 P5

Draw up a long term plan for the buildings and environment to allow for an increase in outdoor learning

Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF reference
Consider how best the outdoor space can be used to allow for outdoor learning and social time.	Look at areas of the outdoor space in sections 1) Large playground – how could be sectioned? Plan and quote for caged multi sports - MUGGA Plan and quote for cover around the large playground – sails 2) Semi formal playgrounds – plan and quote for covers and new play house 3) Cycle track – needs re doing 4) Horticulture / animal care – what are realistic expectations? How will this change the area at the back of the school? Resources required / Tidy up required	SMT KL DL NA	Quotes to be done	A detailed plan budgeted which we can move forward with	P6

Personal development, behaviour and welfare

- Behaviour is exceptionally well managed and has a positive impact on the quality of teaching and learning.
- The behaviour policy and procedures have been reviewed in line with current outstanding practice to reflect the school's philosophy of Positive Behaviour Support including the introduction of Nappi positive handling strategies and ethos
- A clear plan is evident to ensure training is well managed and all staff are trained at the first opportunity
- Attendance is analysed to ensure improvement over time.

Safeguarding procedures are embedded throughout the school					
Target	How	Who / When	Budget / Resource Implications	Success criteria	SEF Reference
Ensure all staff fully engage with the updated safeguarding procedures	Read relevant safeguarding policies during induction process. Child Protection training every 2 years DSP training every 3 years	AF / RL All staff	None this year	All staff to be confident in safeguarding procedure	P5
All staff to be trained in the use of PBS Cloud (NAPPI)

All staff to be trained in the use of RPI relevant to their post and within 6 months of induction. Once staff are trained, | Work collaboratively in the development of PBS Cloud system to increase the effectiveness of the use of the Scale | AF (Lead) All staff | £1500 training £1700 (PBS Cloud for year) | All staff to be confident in the use of PBS Cloud and RPI approaches | P4

P6 |

they will receive appropriate updated training.					
Safer Recruitment – All leadership teams and four of the Governors including the Chair and Vice Chair to be trained	MO / KL / SBK Governors	Complete on line course	None	Certification	P5

Attendance					
Target	How	Who / When	Budget / Resource Implications	Success criteria	SEF Reference
To maintain attendance of pupils at 93% as the cohort of pupils with medical needs increases	Ensure that parents are contacted to explore reasons for all absences Have a clear system with named people to act on any issues Actively seek medical advice to support families with pupils experiencing absence for medical reasons Report on absence data and actions to GB Liaise with Social Care,	SF /AF/AC/Admin Team	None	To remain at 93% or better Pupils are flagged up when attendance goes below 95%	P5 P8

	LDS and voluntary sector and ESW service				

Increase opportunities for Spiritual, Moral, Social and Cultural Development					
Target	How	Who / When	Budget / Resource Implications	Success criteria	SEF Reference
Organise termly 'cultural weeks' and events for 'significant dates' e.g. Autism Awareness week Anti Bullying Week	Produce yearly over view including dates. Ensure subject leaders lead the arrangements for significant dates	AC / AF /KL Subject Leaders	£300 approx from learning resources	Whole school to be aware of SMSC yearly planner Pupils from all classes to gain an insight into different faiths and cultures See SMSC policy and yearly planner	P1 P4
Develop peer support and buddying systems across the school.	'School helpers' to help in different areas across the school e.g. semi – formal groups at lunchtime. 'Peer modelling / scaffolding' during lessons in formal settings	AF AC All teachers / TA's		Pupils to help others in different settings Pupils to become aware of the needs of some of the pupils with significant difficulties	P4

Continue to develop strategies for promoting staff health and well-being

Target	How	Who / When	Budget / Resource Implications	Success criteria	SEF Reference
Staff welfare	Teaching teams to share planning and resources in order to lessen workload	All staff		Staff questionnaire	P1
	All staff are aware of line management structure and are well supported and their successes recognised	All staff		Feedback from staff during appraisal process	p4
	All staff to complete staff well-being questionnaire	All staff		Good and consistent attendance to 'well-being' activities	
	After school 'Wellbeing' activities to be explored.	Pilates – after school (1 term) Mindfulness – after school (1 term)	£2 per session for staff £30 per session TBC		

Develop self- assessment and pupil voice to allow for parents and pupil feedback

Target	How	Who / When	Budget / Resource Implications	Success Criteria	SEF reference
Ensure parents contribute / share views on pupil's achievements and targets to supplement assessment	Parents evening – once termly for 30 min slot during which parents contribute to PLIM's / pupils pen portraits and given information regarding their child's progress and expectations SaLT training Staff questionnaires	All teachers Parents / Carers	None	As a result, parent's contributions will be actively seen in the assessment and target setting process.	P6 P2
Ensure that all pupils are given a 'voice' to communicate Value each 'voice' by listening and responding therefore demonstrating the importance of democracy and liberty.	Produce pupil questionnaire and evaluate Regular school council meetings	AC AF		Pupils to have ability to communicate how they feel about different aspects of school life. Use of symbols, signs, ICT.	P2 P3 P7