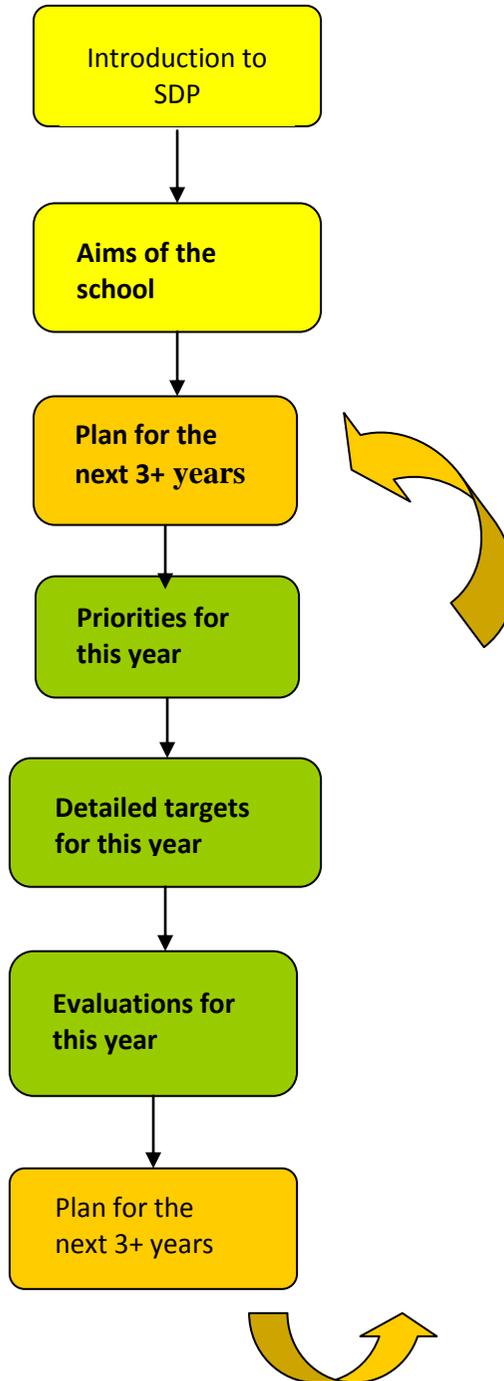


THE MILESTONE SCHOOL DEVELOPMENT PLAN

2017 – 2018

Flow chart describing the organisation of the School Development Plan document.



INTRODUCTION

In order for pupils to achieve their targets for improvement this year, school has to ensure the conditions are correct. We have to systematically plan for pupil improvement, and the School Development Plan (SDP) is the document that puts our plans into action, and ensures the school makes progress over the next year or so. Three main issues guide the SDP -

- the schools aims and objectives;
- new initiatives from the Government or other sources; and
- actions we have decided to implement following the evaluation of last years SDP and our OFSTED SEF.

The School Development Plan is divided into sections.

Section One reminds us of our aims. It is important to bear these in mind when we are planning, as they represent what we want to achieve for our children in the long term.

Section Two sets out the school's plans, in general terms, for the future. These will be evaluated every year and updated as necessary, but they help to steer us in the right direction, and help us to apportion our targets over a realistic period.

Section Three concentrates on the detailed plans for the coming year. The plan includes what we want to achieve (Targets); who will be responsible for seeing them through and what impact we are aiming for. Following these sections, the specific activities or actions are placed into the box which identifies which term the work will be completed. Section three also identifies the most important targets for the year, which we have called our priorities.

The plan is evaluated at the end of the school year when the targets should have been met. Staff complete school review questions; SMT and Governors meet together for a review day, where they assess their overall performance in meeting the set targets and the impact of targets. To do this we make use of the numerous impact reports, evaluations and observations that have been going on during the year. The important part of the evaluation and review is that it acts as a vehicle for setting the targets for the following years SDP.

The targets are listed under four main headings, which relate to the areas in the Ofsted Framework, which OFSTED will use when they next inspect us. These headings are:

- 1. Quality of teaching, learning and assessment**
- 2. Leadership and management**
- 3. Personal Development and welfare**
- 4. Outcomes for children and other learning**

SECTION ONE

SCHOOL CHARACTERISTICS AND AIMS

Characteristics of the school

For full details see school SEF and website

In brief –

- 300 pupils with a range of learning difficulties including SLD, ASD, MLD with additional difficulties, PMLD
- We are members of the Gloucester Partnership of Primary Schools [GSP] and G15 [Gloucester City Secondary Schools Partnership] and the Gloucestershire Special Schools Collaborative Partnership for Heads and Governors
- Pupils are aged 2 – 16 years and are placed into 3 Departments linked to needs
- We have a specialist unit, The Space, on site for up to 6 pupils
- We have The Haven situated in the Senior Department. This is for pupils who find the main school too busy and over stimulating
- The school has a wide range of staff expertise including 3 ex Advanced Skills Teachers, 2 SSAT Lead Practitioner LSWs, 3 Specialist Leader in Education and 7 Local Leaders in Special Education
- We are a QCF delivery and Assessment Centre for Learning Support Worker qualifications
- The school specialises in using the structured approach to teaching based upon TEACCH
- We are a Total Communication School
- We provide outreach and advisory work to a wide range of mainstream and special schools
- We have a strong record of multi-agency working to provide a holistic service to pupils and their families delivered through our Support for Learning Team which includes family support workers and behaviour support staff
- **We are a teaching school** in alliance with Coney Hill Primary School. Please see CHMA website

Please see SEF for further details

School aims - background

It is important that at the heart of the school there is a broad, balanced and relevant curriculum which is accurately translated into what we are all here for - CHILDREN'S LEARNING and WELLBEING. School Development is a shared effort - a partnership between all those it concerns. Between us, we should aim to constantly promote the school and improve its excellent reputation. Through high expectations and standards, school should give children the opportunity to participate in all appropriate aspects of school life and in relevant activities within the local community.

We should ask ourselves how the children would benefit from what we do, and therefore find its real value. This document is used as the basis of all our curriculum development and planning, so that we constantly remind ourselves why we are here.

MISSION STATEMENT

'Removing obstacles and enabling access to learning'

Mission statement –

We will provide an aspirational, effective and inspiring school.

We will provide an environment that allows our pupils to develop academically, socially, physically and emotionally.

We will use our expertise and resources to offer pupils access to as broad a curriculum as relevant to each individual, which incorporates aspects of the National Curriculum as appropriate.

We will promote the school as **part of** the educational continuum, not apart from it.

Guiding Principle Aims –

The school will -

- Use the curriculum as a learning process not a content or structure
- Lead its own learning for pupils and staff with the focus on 'learning to learn', active learning & experiential learning
- Have the individual as the central focus, not the curriculum
- Enable, facilitate and allow pupils **time** to learn
- Adopt a transdisciplinary, holistic approach with all agencies involved with the child – including parents
- Develop 'interest appropriate' approaches as well as age appropriate approaches
- Have high expectations of pupils and staff
- Provide opportunities for all staff to develop skills and expertise so providing a high standard of teaching matched to the needs of pupils
- Engage positively with the local community and utilise it as part of the learning experience
- Continuously review and evaluate all aspects of the school and set innovative targets for development
- Prepare pupils for an adult life with a focus on being able to communicate and be understood, problem solve and cope with new situations

Each pupil & member of staff will –

- Know what is expected
- Feel appreciated and valued
- Have structure to his/her day – with consistency and continuity as needed
- Enjoy success and learn that making mistakes and getting things wrong are positive learning opportunities
- Achieve high personal standards
- Be supported to communicate their needs

SECTION TWO

THREE TO FIVE YEAR TARGETS FOR THE DEVELOPMENT PLAN

2017 + long term targets for the school – Please see School Vision statement

- To become a Multi Academy Trust with local schools
- To continue commitment to implementation of Total Communication throughout the school
- To maintain our out of hours activities through external funding e.g. playscheme, breakfast club, residential trips, siblings group
- To audit rooms/space and how needs can best be met
- To further develop our partnership working with schools across the County
- To articulate and promote our business services e.g. outreach, advisory and training service through our teaching school alliance
- To develop our support for SEND children in mainstream schools via our teaching school status and our specialist classes in a mainstream school
- To campaign to improve the building for The Space
- To utilise Primary Sports funding from now until 2020 to maximise learning opportunities

Department targets for 2017 to 2018 – please see separate documents

SECTION THREE

TARGETS FOR THE YEAR 2017/18

Area 1 – Quality of teaching, learning and assessment – To improve the quality of all to benefit the outcomes for pupils based on their needs

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------|
| 1a | DT T&L SLT HoDs HoDs | Teaching and learning – To maintain and strengthen the quality of teaching and learning through regular, consistent monitoring and feedback for all teaching staff | To provide every pupil with the highest quality of teaching | INSET days and CHMA teaching school courses will be used to develop the teaching and learning support skills across school Non-graded “coaching style” lesson observations will be introduced to support the development of every teacher. SLT and staff will use lesson obs to support the development of teaching Focussed monitoring and feedback: SLT and HoDs monitor teaching across the school to identify any areas for development Staff skills audit will take place including ‘basics’ to inform CPD Teaching will be strengthened by utilising specialist skills of in-house staff to train other staff e.g. music, art, PE | Observation records will identify the training requirements that can be met through INSET and CHMA. Training records will record attendance at recommended courses. SMT training in non graded lesson observations recorded Observation programme will record the date of observation for all teachers Skills audit will record the skills of every teacher in a spreadsheet CPD staff training records will reflect | Termly October Ongoing Oct | Elaine Marshall |

Area 1 – Quality of teaching, learning and assessment – To improve the quality of all to benefit the outcomes for pupils based on their needs

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------|--------------------------------|
| | | | | | the trainer, course and date attended and attendees who benefited | Termly | |
| 1b | HoDs DT | To further develop the teacher performance management process to enable teachers to enhance teaching skills [see link to 2c] | Individual pupil outcomes achieved supported by outstanding teaching | <ol style="list-style-type: none"> 1. Teachers develop their skills via peer observation with a member of SMT or obs in a different department 2. Consistency of staff performance management / PDRs is achieved through increased SLT moderation 3. TDPs are used and applied effectively/ consistently through increased monitoring by HoDs and SLT | Teaching across the school is at least good with outstanding features | March | Finance and Staffing Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review – | | | | | | | |

Area 1 – Quality of teaching, learning and assessment – To improve the quality of all to benefit the outcomes for pupils based on their needs

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| 1c | AF CL TLRs HoDs VH | Learning - To enhance pupil learning by developing a more personalised curriculum route for pupils | Every pupil will follow an appropriate curriculum designed to meet their needs | New curriculum framework embedded Department policy documents and criteria reflect the breadth and depth of learning opportunities | Curriculum framework adhered to Department curriculum documents and Teacher Handbook DT and AF to attend Department meetings to train staff, recorded in Dept minutes | December | Standards Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review – | | | | | | | |
| 1d | AF VH MW | Assessment - to continue to develop policies in line with Government expectations once Rochford Review recommendations are approved | All pupils have a personalised assessment pathway used to evidence progress over time and inform focused teaching and maximise their learning | MAPP will be trialled and assessed as a potential assessment tool. DAPA/MAPP proposals will be reviewed against outcomes from Rochford Review and recommendations for appropriate assessment tool recommended to SLT. Final recommendations | MAPP trial data and recommendations from working party Recommendations will be presented and discussed at SLT meeting with outcomes minuted. MAPP training and working party records. | June June | Standards committee |

Area 1 – Quality of teaching, learning and assessment – To improve the quality of all to benefit the outcomes for pupils based on their needs

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|--------|-----|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------|
| | | | | <p>will be embedded throughout the school through staff training programme.</p> <p>Governors will be trained to understand how pupils progress over time is recorded over time using the recommended tool. Each department will have a clear policy document that reflect how pupils will be assessed</p> | <p>School will be audited to assess compliance with Government expectations.</p> <p>Record of Governor training will be held on staff training database.</p> <p>Teacher Handbook will reflect policies and assessment methods</p> | <p>June</p> <p>June</p> | |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |

| Area 2 – Quality of leadership and management – To maintain the excellence of the school over time | | | | | | | |
|-----------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------|
| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
| 2a | LD BR DT | To identify the critical success factors of our management and leadership style that support our OFSTED rating | Current and future pupils benefit from being taught in a school that is rated by OFSTED as being Outstanding. | Critical success factors identified together with competency and skill requirements. | A Leadership Development programme is established that will provide a framework to internally strengthen leadership and management to support succession planning for the future. Staff will apply to be considered. | July | Standards Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review – | | | | | | | |
| 2b | DT LD BR BR/DT | To deliver effective succession planning by strengthening middle leadership whilst protecting the budget | The quality of the school is maintained to benefit pupils | 1. All middle leaders complete NPQML 2. Introduction of a cost pay back condition for staff leaving within 2 years 3. Leadership | All middle leaders have a professional management qualification Cost pay back condition implemented | June September | Finance Committee |

| Area 2 – Quality of leadership and management – To maintain the excellence of the school over time | | | | | | | |
|----------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------|
| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
| | | | | development programme rolled out for aspiring leaders | Course is accredited Potential candidates are identified and attend programme Reflected in the PDP/Staff training records | July July | Standards Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 2c | LD DT SMT | To further develop the teacher performance management process to ensure SMT are effective and consistent in the role [linked to 1b] | Individual pupil outcomes achieved supported by outstanding teaching | 1. Consistency of staff performance management / PDRs is achieved through increased SLT moderation 2. TDPs are used and applied effectively/ consistently through increased monitoring by HoDs and SLT | Head teacher monitoring of PM/PDRs show consistency of approach and robust system | March | Finance and Staffing Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 2d | LD HoDs | Evaluate the impact of reducing to 3 Departments | Pupil achievement and behaviour remains | The reorganisation of the school impacts | Sleuth benchmarking against previous years | June | Finance and Staffing |

| Area 2 – Quality of leadership and management – To maintain the excellence of the school over time | | | | | | | |
|-----------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------|--------------------------------|------------------------------------------|----------------------------------------------------------|------------------------|----------------------------|
| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
| | | on the achievement and behaviour of pupils | outstanding across the school | positively on the outcomes of the school | Pupil survey Parental feedback Pupil progress data | | Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |

Area 3 – Personal development, behaviour and welfare of pupils – To increase the potential of every pupil to be safe and reach their full potential in school and within the wider community

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|
| 3a | AF Rosey Williams | To continue to monitor the progress of pupils whose attendance is below 90%: to include groups of children eg gender, age, ethnicity | Improved attendance and progress for identified pupils whose attendance had previously been below 90% | Attendance rises above 90% The progress of pupils whose attendance is below 90% is seen to be equal to but not less than xx below that of pupils attending 100% with similar needs | Attendance data Pupil progress data | May May | Standards Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 3b | ST-M JP HoDs | Improve the physical development of all pupils | Pupils improve their physical development and resilience | <ol style="list-style-type: none"> 1. Identified pupils have 30 mins per day physical activity eg Zumba, jogging, race running, which may be delivered cross phase 2. Identified older pupils have physio programmes in place | Baseline and overtime fitness data evidences increased fitness and/or mobility linked to 'personal best' data over time or physio programme evaluations Monitoring by HoDs evidences increased access of older pupils to physio programmes with access data to | April | Standards Committee |

Area 3 – Personal development, behaviour and welfare of pupils – To increase the potential of every pupil to be safe and reach their full potential in school and within the wider community

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|----------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------|
| | | | | | evidence this. | | |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 3c | VK LD | To strengthen the mental health and wellbeing of our pupils | <p>Pupils are screened for emotional well being as appropriate and targeted support improves wellbeing</p> <p>The wellbeing of every child is continuously monitored and targeted support improvement.</p> | <ol style="list-style-type: none"> 1. Pupils are screened for emotional wellbeing and where appropriate targeted support is given 2. Pupils will complete the Online Pupil Survey (OPS) as appropriate and the data used to inform individual and whole school interventions 3. Mental Health Champions Award achieved 4. At least 1 staff per class trained in Mental Health First | <p>Baseline and over time data using Boxall profile for pupils with SEMH needs.</p> <p>Pupil Online Survey evidences that pupils feel safe and emotionally supported in school</p> <p>Staff feedback from classroom observation</p> <p>Staff training records</p> | <p>December</p> <p>June</p> <p>July</p> <p>September</p> | Standards Committee |

Area 3 – Personal development, behaviour and welfare of pupils – To increase the potential of every pupil to be safe and reach their full potential in school and within the wider community

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------|
| | | | | Aid 5. Interventions groups support targeted pupils 6. All class staff deliver EWB sessions as an integral part of the curriculum | Boxall data evidences positive impact of interventions for targeted pupils Learning walks & work scrutiny by HOD/TLR | June | |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 3d | AH Rosey Williams VK | To support the emotional and behavioural needs of pupils by building and effectively utilising ‘The Den’ and the Emotional Literacy Support Assistant (ELSA) | Improved individual pupil engagement and behaviour for identified pupils and reduced in class disruption | Reduction in behaviour incidents recorded on Sleuth. The Den is designed, built and utilised Improved individual pupil engagement and behaviour for identified pupils | Sleuth data for individual pupils evidences a reduction over time of behaviour incidents The Den is built and in use! ELSA plans and delivers regular sessions to identified pupils Monthly report to | February March | Premises Committee Standards Committee Finance & Staffing Committee |

Area 3 – Personal development, behaviour and welfare of pupils – To increase the potential of every pupil to be safe and reach their full potential in school and within the wider community

| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
|-----------------------------------------------------------------------|--------|----------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------|
| | | | | | Standards Committee on activity once up and running Evaluation of impact of 1 st 6 months of The Den | July | |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |
| 3e | BR | To ensure that no member of staff fails to receive safeguarding training every 3 years | Pupils are safe and protected in line with latest legislation | A system is put in place whereby the Deputy Head is automatically notified when a member of staff is within 3 months of requiring safeguarding training | A system is put in place whereby the Deputy Head is automatically notified when a member of staff is within 3 months of requiring safeguarding training A quarterly audit of the staff training register is undertaken and the outcomes reported to the Standards Committee | December December | Finance & Staffing Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |

| Area 4 – Outcomes for children and other learning – To support every pupil to achieve their full potential | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------|------------------------------|
| Item | Owners | Aim | Child Benefit Objective | Outcomes | Evidence | Completion Date | Governor monitoring |
| 4a | HoDs AF, Rosey Williams VK | Improve the learning, social and emotional outcomes of pupils – see Department targets and whole school Key Stage targets | Pupils will receive a consistent level of support to improve their learning, social and emotional outcomes | All individual outcomes achieved | Department records | Termly | Standards |
| 4b | MW | Improve the communication provision and support for pupils to achieve their full communication potential | | A framework to identify the minimum level of knowledge all teachers need to deliver consistent support during a pupil's progress through the school. | Course attendance and impact feedback Lesson observation data MW monitoring data | Easter | Standards Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| 4c | LD | Identify skills of parents and staff which can be used to broaden the experiences and life skills of pupils | Pupils will benefit from having access to as broad a range of experiences budgets and voluntary support can provide | A list of parents and staff who are willing to volunteer to support the provision extra-curricular activities for all our pupils | Published list Number of extra-curricular activities offered and attended | July | Finance & Staffing Committee |
| Ongoing review – record SMT monitoring dates and evaluative comments: | | | | | | | |
| End of year review - | | | | | | | |

Number of targets – 16

Please also see Department Targets, Curriculum and Assessment targets, TLR post-holder targets and CHM teaching school alliance.