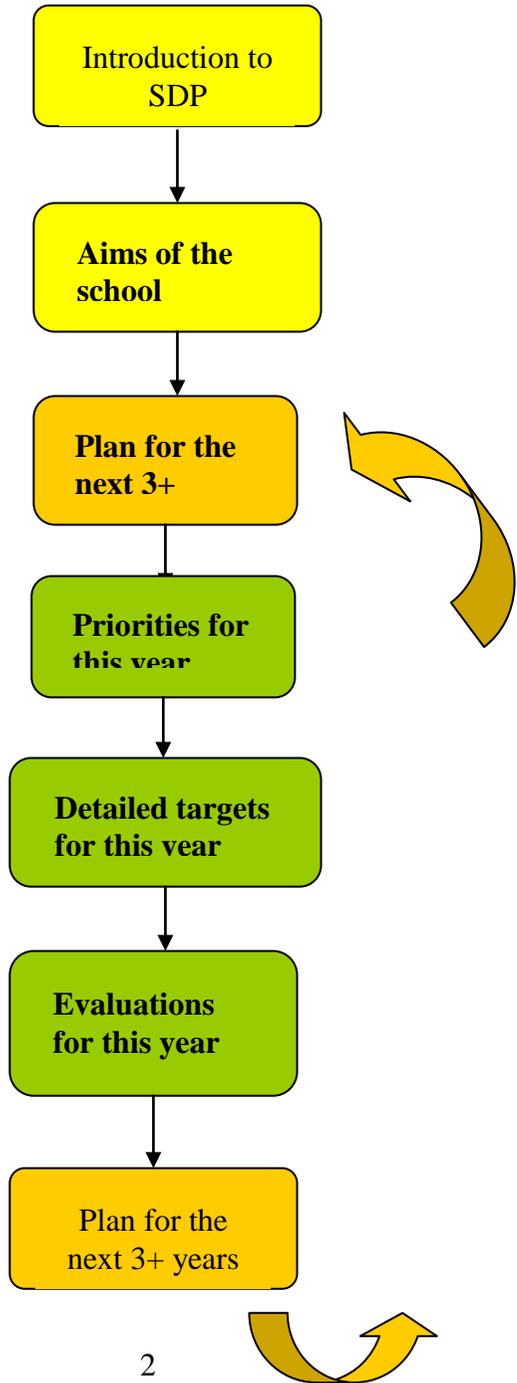


THE MILESTONE SCHOOL DEVELOPMENT PLAN

2016 – 2017

**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 year's 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 two 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 4 main headings, which relate to the areas 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 Hubs linked to age and needs
 - We have a specialist unit, The Space, on site for up to 6 pupils, The Hub, for pupils with extreme challenging behaviour who have been excluded or in danger of exclusion from Gloucestershire SLD/MALD/PMLD schools
 - 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 children 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

SEPTEMBER 2016 TO JULY 2020

**The Milestone School Development Plan
Curriculum Focus Areas: Four Year Plan**

	Autumn	Spring	Summer
2016-2017	Phase departmental focus	Science	Knowledge and understanding Humanities
2017-2018	Phase departmental focus	PHSE	English/ Total Communication
2018-2019	Phase departmental focus	Maths	ICT
2019-2020	Phase departmental focus	Sensory and Creativity	Physical Development

2016 + long term targets for the school – Please see School Vision statement

- To become a Multi Academy Trust with local schools
- To become a centre for wrap-around services for children & families
- 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 evaluate the impact of outdoor learning
- 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 establish a Post 16 Unit in liaison with LA and other SEN schools
- To utilise Primary Sports funding from now until 2020 to maximise learning opportunities

Hub targets for 2016 to 2017 – please see separate documents

Three main areas of focus : 2016 – 2017

- Achieve targets set for OPAL [outdoor play and learning] across the school
- Support staff in the development of strategies to support pupils with mental health and / or emotional wellbeing issues
- To develop consistency of approach across the school, to include Total Communication, pupil assessment levelling and CPD linked to SDP and staff targets

Section 3 Targets - School Development Plan

**SCHOOL DEVELOPMENT PLAN
SEPTEMBER 2016 TO JULY 2017**

Area 1 – Quality of teaching, learning and assessment				
		Detail	Proposed Impact	Completion Date
1a - DT LB ZT	To develop the knowledge and skill of staff in use of hydrotherapy to improve outcomes for PMLD pupils and physical development.	Assessment system for hydrotherapy embedded Swim team and relevant class staff trained in aspects of hydrotherapy Race running embedded for appropriate pupils with pupil progress recorded and evaluated..	Improved hydrotherapy teaching and learning for PMLD pupils Improved range of physical activities in place for PMLD pupils	March 2017
<p>End of year impact review – Achieved. Llooked at Halliwick and range of hydro approaches including ‘Adapted Aquatics Programming’ as possible ways forward in the future. Mandy Walton has delivered communication training to the swim team, and further Makaton training is planned. Individual pupil swimming reports have been sent to teachers and evidence pupil progression. Further training is scheduled for the swim teacher planned (LG trainer and Halliwick) – raising knowledge and skills levels and improving delivery to pupils. The pool now has medium to long term plan / vision which will ensure on-going improvement and development. Pupil Progress files kept by pool staff evidence specific individual progress. Swimming, planning and assessment files audited by DT throughout the year. 2017/18 ongoing monitoring to be completed by DT and ST. Race Running - positive impact on pupils development.</p>				
1b - Diane	CHMA Teaching School target – develop teaching and learning via teaching school action plan – see separate CHMA action plan.	See detail in CHM teaching school alliance action plan	The impact of CHM on teaching and learning at The Milestone School is measured and reported to Governors	July 2017

End of year impact/outcome – Achieved.

The contribution of CHM was acknowledged in Ofsted report.

Feedback from courses delivered evidences a positive impact on staff professional practice.

HLTA course introduced, QCF A1 Assessor training underway: both raise skill levels of LSWs.

NQT course feedback indicates positive impact on training for new teachers.

Teachers and Lead practitioners who have delivered training courses have reported an increase in their own knowledge and skills levels as a result.

Evidenced by the Teaching School action plan and end of year report to governors. Evidenced through staff questionnaires.

Achieved.

<p>1c - AF VH</p>	<p>Review, consolidate and embed a new whole school approach to assessment e.g. DAPA to ensure consistency of pupil levelling.</p>	<ol style="list-style-type: none"> 1. AF and VH to train staff and Governors in DAPA or similar assessment tool to evidence pupil learning over time 2. AF and VH to collate assessment data and analyse to evidence pupil learning across the school and prepare a report for Governors and external School Improvement Partner [Frank Price]. 	<p>Clear system in place to assess pupils using DAPA or similar assessment too to evidence progress over time and to moderate/benchmark with other special schools.</p> <p>Consistency of pupil levelling across school is evidenced.</p>	<p>May 2017</p>
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End of year impact/outcome – Achieved and ongoing.

1. Rochford Review is still in consultation (June 2017). Because of this unexpected delay, assessment team has decided that P Scales and End of Year age related expectations will continue to be used to assess pupils' progress over the academic year 2017/18. The formal National Curriculum levels will no longer be used as they are now so outdated. In addition MAPP will be used to show individual progress towards pupils' life skills/social development/holistic/EHCP LOs from September 2017, as currently these areas are not assessed as effectively as academic subjects. Training was held on this for the majority of teaching staff in May 2017. An identified TLR in each department will implement MAPP from September 2017 and monitor appropriateness of LOs set in departments as well as progress made by pupils towards LOs. Assessment team have investigated new commercial assessment systems that have been developed to show pupil progress based on Rochford Review recommendations but nothing appropriate has been seen yet. They will also consider developing an in school assessment tool in conjunction with Bettridge School based on DAPPA. The Engagement Scales are currently being investigated as an intervention tool and trialed by an inter-special schools' group. Currently one pupil (CR) in Green class is taking part in this trial. Assessment team is copied into minutes of meetings and follow the progress of the pupil to retain an overview of the project.

1d - AF TLRs	Develop and implement a revised Life Skills based curriculum in order to nurture individual capacities for health, well-being and independent living.	AF and life skills working party to create a whole school life skills document.	The curriculum deliver for Life Skills is fully documented and implemented across the school.	May 2017
	To create an assessment tool to evidence progress made by pupils in life skills.	AF and VH to create an appropriate assessment tool. HoDs and CLs to implement from April 2017 and monitor in departments.	Pupil evidence data in place for progress in life skills	April 2017

End of year impact review – Achieved and ongoing.

1. The new curriculum framework for September 2017 onwards, based on the EHCP areas plus an additional area, will ensure that opportunities for pupils' life skills development are covered effectively. The collaborative life skills document developed by Milestone and Bettridge will be put on to 365 as a tool to support teachers who may need guidance in selecting appropriate life skills learning outcomes for pupils to work towards. The EHCP document plus MAPP assessment will be a record of each pupil's development in this area. 2. MAPP will be used to show progress towards individual pupils' life skills LOs from September 2017. 3. An identified TLR in each department will implement MAPP from September 2017 and monitor appropriateness of LOs set in departments as well as progress made by pupils towards LOs.

1e - BR LB DT	Develop staff expertise, via induction and refresher training, in child development, to include physical development[PD], to include PD PE, specialist PE input and pool PD targets	Induction paperwork and processes reviewed and updated. Training / CPD tracked on CPD Genie and linked to SDP and teacher areas for development.	Staff trained in child development, physical development, PE and pool PD and a rolling programme of training in place to maintain skills over time.	May 2017
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End of year impact/outcome – Partially achieved. (Further target for SDP 2017/18

Liz Bailey attended Dyspraxia course and implemented strategies including weekly Camouflage Cadets sessions with pupils who have 'dyspraxic type' profiles. Same staff supported each week so developing awareness. Next step: continue with CCadets asa specialist approach, develop training package for Milestone & other schools.

DT - See TARGET 1A

PE lesson obs??

Impact of REAL PE??

End of KS PE data has improved since interim data in February.

Area 2– Leadership and management

	Target	Detail	Proposed Impact	Completion Date
2a - Govs LD AH	Achieve MAT academy status and grow the membership	<ol style="list-style-type: none"> 1. Governor working party to review vision for MAT 2. Work with identified partner schools to complete application process 3. Involve all stakeholders in updates on progress and consult as appropriate 	School is part of a MAT with a positive planned impact for the school and protected anonymity.	September 2017
<p>End of year impact review – Not achieved. This is due to changing goalposts of the DfE. A meeting held with 17 primary schools on June 22nd 2017. Chair of Governors will run an information session for primary schools governors before the end of term. In September will require a firm statement of intent to become a MAT with a view for completion in September 2018.</p>				
2b - BR AH	Review current involvement with apprenticeship scheme. To consider feasibility of appointing non class based apprentices e.g. IT team, site team and finance team.	<p>Research range of apprenticeship and consider appropriateness for our school</p> <p>Advertise and interview for apprentice[s] for Sept 2017 as appropriate</p> <p>Evaluate the impact of the 3 LSW apprentices in school this year</p>	<p>Further apprenticeships appointed as appropriate.</p> <p>The impact of the LSW apprentices this year is evaluated and presented to Governors</p>	July 2017
<p>End of year impact/outcome – Achieved with further targets. One apprentice short-listed for LSW vacancies (June 2017) as she approaches completion of her Teaching Assistant (TA) apprenticeship. Two current TA apprentices accepted offer of extended apprenticeship, working toward NVQ Level 3 (completion July 2018). Two attempts made to recruit Facilities Services (site team) apprentices but no suitable candidates identified. Two Facilities Services applicants offered work-experience for one day each week for 7 weeks. Further Teaching Assistant apprentices to be recruited. All TA apprentices have made significant contributions in class. No admin apprentices recruited to date as do not currently have the capacity to provide supervision. IT apprentices still under consideration. Monitor possible introduction of teacher apprenticeships.</p>				

2c - LD DT SD Senior LSWs	Review staff performance management process to tighten links to lesson observations and pupil progress data. To include introduction of teacher development plans and use of revised DfE LSW standards and a Code of Conduct.	<ol style="list-style-type: none"> 1. Review teacher PM format to include impact statement and introduce teacher development plans linked to CPD, PM and lesson obs. 2. HoDs monitor teacher development plans. DT to evaluate effectiveness of TDP. 3. Review Code of Conduct 4. Trial new LSW PDR and report to Governors 5. CPD Genie used to track teacher PM areas for development and linked to INSET 	<p>Staff performance management is more closely linked to teaching and learning and national teacher and LSW standards.</p> <p>All teachers are supported to develop professional practice. Existing structure ensures actions are in place to support teachers as appropriate.</p> <p>Improvements in standards of T&L are evidenced through lesson observations and work scrutinies.</p>	Feb 2017
<p>End of year impact/outcome – Achieved.</p> <p>Stephen Dowell has produced an exemplar Code of Conduct ready for discussion with SMT.</p> <p>TDPs have been completed for the first year and evidence a holistic approach to teachers’ professional development and the ability of SLT to hold staff to account.</p> <p>Lesson obs analysed evidences that teacher areas for development are being addressed.</p> <p>Next year: introduce non-graded lesson observations, including training for SMT and teachers. DT to create a new method of effective data collection based on individual teacher performance.</p> <p>CPD genie introduced – limited data due to time constraints on inputting data, and the format of information to be inputted.</p> <p>Recommendations made in the Lesson Observation Analysis Report.</p>				

2d - SD Computing champions	Improve school communication channels by developing the school's social media provision and policy [e.g. facebook and/or twitter].	<ol style="list-style-type: none"> 1. Stephen and computing champions to evaluate the feasibility and potential impact of developing social media for the school and make recommendations to Governors 2. Stephen and computing champions to set up social media as agreed by Governors 3. Review of impact of social media presented to Governors. 	Pilot social media facility has been established and trialled and impact reported to staff and Governors.	Dec 2016 March 2017 July 2017
<p>End of year impact/outcome – Achieved. Communication channels have been improved through the introduction of a school Twitter page. The twitter page can be accessed by all and a link to the school twitter page has been established on the school website. The link is currently being improved and there are plans to include the twitter page address on the school newsletter. The 'Social Media and Social Networking policy' has been approved by Governors and implemented in the school. Teaching School is successfully using Twitter and advertising courses etc.</p>				
2e - DT AF HoDs	Ensure the continuation of outstanding teaching and learning and support for teachers by effective monitoring and evaluating.	<ol style="list-style-type: none"> 1. Embed role of HoDs in monitoring classroom practice in Hubs 2. SLT monitoring week November and March 3. Diane to train SMT in lesson obs reporting 4. Introduction of teacher development plans for all teachers 	Monitoring systems are in consistent use. Standard and consistency of T&L is raised across school. All classes are up to date with all aspects of classroom practice and support is quickly identified and implemented as appropriate. Annual evaluation of teaching evidences good and outstanding teaching across the school. Annual evaluation of teaching evidences identified teachers making progress in their professional practice.	Ongoing over year. July 2017

<p>End of year impact/ outcomes – Achieved. Rainbow and Woodland Hubs audited in summer term. Woodland Hub successfully carried out peer observations which impacted positively on some teachers’ lesson delivery DT - All action points completed: some variations in the methods used by HoDs to complete TDPs – recommend joint moderation in the Autumn Term. Lesson observation data evidences the continuation of levels of good or outstanding teaching. SLT monitoring weeks have been challenging due to time constraints: recommend that they continue & that SLT T&L review the format and focus for evidence collection.</p>				
<p>2f - LD DT</p>	<p>Produce leaders of the future to ensure long term quality of leadership and management. To include RQT programme and Aspiring Leaders programme.</p>	<p>Develop a range of planned CPD for aspiring leaders in school via Teaching School and SWALSS. Ensure current leaders can access quality CPD NQT and RQT programmes delivered</p>	<p>Aspiring leaders, NQTs and RQTs are supported to develop their professional practice. Outcomes for Aspiring leaders, NQT and RQT career progression and retention are improved.</p>	<p>March 2017</p>
<p>End of year impact/ outcomes – Achieved. C&S group Middle Leaders course completed by 6 teachers. NPQs under national review: CHM has applied to deliver NPQML and NPQSL in conjunction with Edge Hill University. 1 member of staff currently undergoing NPQML. Impact internally from staff on Middle Leadership Course.</p>				
<p>Area 3 – Personal Development, behaviour and welfare</p>				
	<p>Target</p>	<p>Detail</p>	<p>Proposed Impact</p>	<p>Completion Date</p>
<p>3a - MW AF CIL champs</p>	<p>Enhance provision to support pupils through the development of the communication, interaction and language curriculum [includes Total Communication Strategy].</p>	<p>Offer communication workshops to all teachers Train all teachers in target setting using communication curriculum Introduce and monitor pink communication files in classes following training Review the communication curriculum in light of the Rochford review Collate examples of individual pupils’ communication learning journeys Provide at least 2 courses of TC training for new parents and staff team</p>	<p>All teachers have increased knowledge of communication development and assessment to baseline pupils Functional and communication targets in place for appropriate pupils Clearly documented pupil communication targets and progress recorded and analysed Evidence of good practice available to share Staff and parents can support a TC</p>	<p>Ongoing over year Impact report to Governors Summer</p>

			environment for the school	Term 2017
<p>End of year impact review – Achieved and ongoing. Some teachers post completing the workshop are using their enhanced knowledge and understanding of language and concept development to set more achievable and appropriate targets in other curriculum areas. There is a growing recognition that progress in other subject areas is dependent on a learners’ language levels. For example, a learner at 2-word level understanding is unlikely to understand concepts such as “in”, “under”, “less”, “more” – mathematical concepts. When introduced to the new communication curriculum, teachers have welcomed the opportunity to document communication and interaction progress more accurately. The target setting steps are similar to the MAPP process which can now be introduced instead for use with communication, interaction and language targets for the coming year.</p>				
3b - RW JH DT AF	Increase staff knowledge of how SLEUTH behaviour analysis can support pupil development, learning and welfare.	Train staff in use of Sleuth Report on Sleuth to SMT weekly and discuss Interventions team to review Sleuth data and support class teams as appropriate Analyse Sleuth data linked to pupil progress data to inform individual pupil tracking	Sleuth data informs pupil support and analysis of pupil progress, development and welfare	Sept 2017 Ongoing June 2017
<p>End of year impact review – Achieved. Progress data has also been assessed for pupils who have behaviour plans: 90% of these pupils have made progress in English and 80% in Maths and PSHE, which evidences the positive impact of high quality behaviour plans on improving pupils’ behaviour over time.</p>				
3c - VK LD CS Interve ntions team	Develop our Mental Health strategy and assessment	Use PEP and PP budget to support range of interventions in school Develop assessment of pupil wellbeing Establish well-being room and well-being sessions for targeted pupils with clear learning outcomes Monitor impact of interventions Run 2 level 3 Applied Therapeutic courses via CHMA teaching school Research feasibility of trained in-house play therapist	Identified pupils are assessed for mental health wellbeing Targeted interventions are delivered and assessed for impact Increased in house staff expertise in mental health and wellbeing Report to Governors on impact of target	June 2017
<p>End of year impact review - Achieved. Successful capital bid build for LA resulting in larger Pastoral Support Room.</p>				

3d - JS HoDs	Establish equity of pupil access to a school residential experience; to include opportunities for sleepovers in school.	Audit pupils to see which pupils have/ have not accessed or been offered a residential experience to date. Establish a range of residential to support audit, to include in school sleep-overs Report to Governors Source funding to support pupil residential experiences	Planned programme of residential experiences ensures all pupils are offered this experience at least once whilst at the school	July 1017
<p>End of year impact review - Achieved. One class (Woodland Wallabies) has had ‘Big tent ‘ sleep over at school. Classes E1 – E4 all have taken part in a residential) 3 days and 2 nights each) . Each residential has managed to fund itself without asking for a contribution from school fund. Additional grants have been secured from Barnwood Trust and Happy Days to achieve this. Fund raising at least 9 months before residential is essential. A residential has been offered to all Enterprise pupils with 80% accepting a place plus 1 pupil from The Haven. Successful residential need: staff who go know pupils well; dependent on staff in school being flexible and willing to swap LSWs ; to be costed to include internal cover. Because of these parameters there is a difficulty to establish equity across the school. However all Yr 11 pupils have been offered a residential before they leave the school.</p>				
3e - JT JS LD	Establish and evaluate the Haven Hub as a specialist learning environment to support identified pupil wellbeing and learning.	JT to train staff team in specialist teaching approaches Pupil and parent responses to The Haven to be monitored JT to report to Governors with JS on the impact of The Haven Hub.	Pupil wellbeing, behaviour and progress data evidences a positive impact from The Haven environment and approach.	June 2017
<p>End of year impact review – Achieved. Sleuth data evidences improvement in behaviour. Parental feedback. Evidence to SIPEN.</p>				

3f - JE BR	Work with the local authority to review the capacity of The Space to provide in-reach support for the school and outreach support to other schools.	LA to present its impact review report on The Haven to LD and JE. JE to report on LA report to Govs LD, JE and BR to meet with LA officers to consider feasibility of developing outreach role to other schools. JE to offer outreach support into main school via Interventions Team and Support Plans for teachers	The LA supports the development of The Space as an outreach provider. The Space Team effectively support identified pupils and classes in the main school. Governors are fully informed of the work of The Space	Dec 2016 March 2017
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End of year impact review – Achieved.
The Space does offer Outreach to other schools and In reach to identified pupils but funding has to come from budget LA allocates to the Space. There is an allocated governor to The Space.

Area 4 – Outcomes for children and other learning

	Target	Detail	Proposed Impact	Completion Date
4a - SP LD Hub & OPAL reps	Enhance our play offer to pupils through the development of outdoor play and learning facilities [OPAL project]. To include introduction of split shift lunches,	SEE QPAL action plan [Sam P] Appoint a play coordinator Train MDS staff in OPAL Revise MDS JDs to create Play makers OPAL working party to meet OPAL action plan targets Train all staff in OPAL Identify funding source for resources Implement OPAL opportunities for pupils Introduce and evaluate impact of split shift lunch play for senior pupils	Improved pupil engagement and behaviour linked to improved play opportunities across the school. All staff trained in facilitating play. Evaluate and present to Governors Standards Committee on impact of OPAL.	Ongoing over 2 years as part of OPAL action plan. INSET day Jan 2017 July 2017

End of year impact review – Achieved, need to roll out to whole school.
Over the year the OPAL working party has been supported by OPAL Director Michael Follett. There have been some concerns by staff across the school about how OPAL was to be implemented. The response to this was to consider a phased approach to introducing OPAL at dinner times. The working party recognised the enthusiasm for embedding OPAL that was apparent in Woodlands Hub. Woodlands Hub have embraced OPAL and a range of play resources have been provided including loose parts materials, storage boxes, a large sandpit created, sand pit toys and storage area, dressing up toys and other miscellaneous items. Parents have been kept informed of OPAL through the newsletter and text service. The response from parents has been fantastic and

the contribution in terms of donated toys and resources has been significantly greater than expected. A large storage shed for OPAL resources has been purchased through school budget and a bid is being made to Barnwood Trust to try and recoup this expenditure. Anecdotal evidence from school staff, midday supervisors and senior leaders is that the play provision offered in Woodland hub through OPAL has seen an increase in engagement from children and a decrease in challenging behaviours. OPAL has also influenced the design of the new main playground, due to be built as part of the Chamwell project, and SP has been included in meetings with the architects. Designs for the new playground have responded to OPAL input and the proposed playground looks very exciting and engaging. Split sittings in the main hall has not commenced yet and will continue to be explored with the relevant hub leaders.

LB - Woodlands have implemented the principles in playground area. MDS are now attached to zones as opposed to classes in the playground. Zones include new sand pit, outside tap, water pumps, troughs, toys, new shed/play house, dressing up, loose parts. Staff are organised to set up and dismantle at beginning and end of playtime with childrens' help. Staff giving v positive feedback, even those who were unsure. 2nd New shed is imminent so that we have one for storage and one for play. Next steps: Ensure this set up remains in September term and include other departments embrace as appropriate to their age and stage.

4b - HoDs AF DT	Improve pupil outcomes through the development of intervention groups across school. To include emotional wellbeing, maths and literacy, functional skills.	HoDs to implement planned intervention sessions linked to pupil progress data. AF and VH to monitor impact via staff feedback and pupil progress data AF and DT to visit all Intervention Groups and report back to Governors AF to report to Governors on impact data on Interventions.	Pupil progress data [to include social, emotional and behaviour] evidences a positive impact of interventions groups across school.	November 2016 Spring Term July 2017
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End of year impact review – Achieved.

82% of pupils in Maths/English interventions groups run by LC made outstanding progress this academic year, which evidences the positive impact of these 1:1/paired interventions groups on pupil progress. Of the two pupils who made no progress, one pupil refused to attend the sessions regularly and the other has persistent absenteeism.

DT - Minutes of intervention Team meetings evidence increased focus on Interventions groups, and pro-active action to identify and support pupils.

Creation of Interventions room in Venture Hub.

Plans to extend BST office to provide Interventions / well-being space.

JS - Enterprise developed FS English and Maths across Yr 10s in E1/2/3 dependent on Yr 9 CASPA data. Results available in Results grids. Yr 10s will now progress to next level in a planned progression route.

4c - LD AH AF HoDs	Revise our use of pupil premium to support pupil outcomes. To include training for staff and review of interventions list linked to budget.	Audit use of PP for school year 2015/16 and evaluate impact. Update staff on use of PP and ensure all classes know PP pupils. Review intervention list and access to individual spending.	Impact report presented to Governors and published on website Staff update at school forum. SMT and Governors ensure effective use of PP to support pupil progress.	Oct 2016 October 2016 July 2017
<p>End of year impact review – Achieved and validated by Ofsted. Woodlands all know their pupils and what the money finances. Next step: look at projects that could be funded via PP e.g. Dyspraxic/Mobility Groups making use of Staff expertise and re-look at MOVE</p>				
4d - AH HoDs	Ensure Riding for the Disabled [RDA] and GL1 swimming are value for money against outcomes for pupils.	Audit access to RDA and GL1 swimming Audit use of PP to support activities Evaluate impact of activities on pupil progress and wellbeing Report to Governors and parents	The impact and value of RDA and GL1 swimming on pupil progress is evidenced and alternative funding is researched and accessed as appropriate.	May 2017
<p>End of year review – Partially Achieved - still pursuing service level agreement from GL1. Looking to access pupil progression. Enterprise costs : OUT £1,174 IN from parental contributions £556.65 SHORTFALL £617.90 for a total of for a total of 30 pupils accessing over the year . LB - Woodlands have benefited from RDA and our Coordinator has further developed good relations with RDA at Cheltenham, Hartpury & The Camp. We recommend that we prioritise children who have Riding and/or physical-sensory- coordination needs on their EHCP and/or therapeutic assessment & advice as a regular ongoing facility for riding and swimming/hydro. In addition give 6 month ‘Taster sessions’ to other pupils in middle school for Riding. It may be worth considering the same for Swimming and Hydro.</p>				
4e - AF SD SMT	Improve recording and monitoring of progress over time for identified pupils, through piloted use of ‘2 build a profile’ software.	Purchase software Identify classes to pilot use Evaluate impact and report to Governors Explore feasibility of introducing software use to other classes	Pilot project evidences that software results in improved recording and monitoring of progress over time for identified pupils.	March 2017

End of year review – Achieved .

Recording and monitoring of progress over time for identified pupils has improved. 52% of staff are and continue to effectively use ‘2 build a profile’ software. There are plans to increase the amount on Mini-iPads and ‘2 build a profile’ software available to the remaining 48% of staff members in September 2017.

LB - Woodland classes have used the To Build a Profile in classes with Mini IPADs successfully. The paperwork that is printed off is lengthy and may need review. After MAPP Training, it could be seen that it would be useful in recording development but software may need to reflect MAPP. Woodland classes would all have liked to trial this.

Number of targets – 22

88% of targets achieved.

8% of targets partially achieved.

4% of targets not achieved.