

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 the trainer, course and date attended and attendees who benefited	Termly October Ongoing Oct Termly	Elaine Marshall
Ongoing review – record SMT monitoring dates and evaluative comments : Feb 2018 - CHM courses continue to be offered to all staff (HLTA, QCF L3, Applied therapeutics, Schemas, Intro to SEND, Sherbourne, Hirstwood, + NQT and School Direct courses). Non-graded lesson obs form has been introduced and early-							

intervention coaching-style obs introduced. Strengths & areas for development fed back to HoDs to inform dept practice and to all staff at Forum 22.2.18. TDPs completed by Feb Half Term and moderated.
 Elaine Marshall and Diane Taylor met for monitoring session 20.2.18.
 SLT monitoring in October was effective in early identification of teachers causing concern. Support Plan put in place and progress evidenced through on-going lesson observations and work scrutiny. Support Plan lifted – monitoring on-going.
Action: SLT to look at ways to ensure that they are able to commit sufficient time so that monitoring is comprehensive and robust.

End of Year Review:

- June 2018 – DT has met with 2 HoDs re monitoring in their depts. Robust systems are in place for these depts. Systems need to be extended to remaining dept. Time-constraints on SLT remain a concern. – *Diane Taylor*
- Monitoring continued through HoD lesson observations; recording and reporting (curriculum reports) – *Senior Department Janine Smith*

ACTION: SLT and HoD meeting to take place at end of academic year to create individual actions and feedback; IMPACT monitoring and feedback enables teachers to have clear support on their individual area of improvement for the next academic year. Progress to be monitored year-on-year

- All pupils received monitoring visit in autumn and spring terms. Recorded and passed to Diane. – *Foundation Department Paula Jones*

TARGET ACHIEVED – possible future developments -HoDs day early September to review Teaching and Learning Handbook, Calendar & Documents. SLT to find a way of freeing up time to increase monitoring. Possibility of HoDs monitoring and feeding back to SLT.

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 	Teaching across the school is at least good with outstanding features	March	Finance and Staffing Committee
----	------------	--	--	--	---	-------	--------------------------------

				<p>moderation</p> <p>3. TDPs are used and applied effectively/consistently through increased monitoring by HoDs and SLT</p>			
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Senior midterm review: (1a) New lesson observation format used in supportive way (1b.1) Peer observations booked in conjunction with HoD lesson within Senior Department Term 4 – outcome to be reviewed in term 5; (1b.3) 12/14 TDPs created by end of term 3 (CM and LC to do) – HoD following up action points with individual teachers.</p> <p>Feb 2018 – increased SLT moderation (SLT monitoring weeks w/c 2.10.17 and w/c 5.2.18) – picking an area for focus linked to CPD was effective. TDPs forwarded to DT for moderation Feb 2018 – Diane collated and analysed for Standards Governors</p> <p>Action: Diane Taylor to select 2 x TDPs from each dept and interview teachers to establish effectiveness.</p> <p>Action: working party on Teacher Performance management to continue. The focus is on ensuring fair approach to career stage expectations and revising the process as appropriate.</p>							
<p>End of Year Review:</p> <ul style="list-style-type: none"> • June 2018 – DT has met with teachers from each dept re. TDPs. Mixed feedback linked to level of engagement from teachers and how robustly the process has been implemented. Peer obs have happened in each dept. Suggested next step: to look at what teachers gained from this process and improve / extend the initiative to gain maximum benefit in the future. • New lesson observation form enables a supportive approach; HoD modelling of teaching in areas individual staff need to show improvement have taken place. • IMPACT: individual teachers are supported in a more effective way - Senior Department • Joint lesson obs were completed in the spring term – positive feedback. <p>TARGET ACHIEVED and further developmental action identified above.</p>							
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	Curriculum framework adhered to Department curriculum documents and	December	Standards Committee

				opportunities	Teacher Handbook DT and AF to attend Department meetings to train staff, recorded in Dept minutes		
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Senior mid-term review : Draft curriculum model created showing differences of KS3 and KS4 entitlement ; support given by CM to staff as needed in terms 1&2 ; curriculum enrichments groups set up in conjunction with Games groups to use staff expertise. Action: continue to assess use and effectiveness of new curriculum framework through monitoring of planning and work scrutiny. (HoDs and TLRs)</p>							
<p>End of Year Review: Curriculum overview developed to allow ‘spikey’, individual curriculum delivery. Some staff have developed this effectively into personalised learning pathways, some included as outcomes in EHCP; RM linked with CP (The Haven) to gain knowledge; CP (The Haven) carried out joint lesson ob with HoD and gave feedback: IMPACT Individual learners are able to progress in areas appropriate to their individual needs; individual teachers are gaining knowledge through peer support. ACTION: to share good practice i.e. personalised learning pathways in The Space / The Haven to be shared with more classes and more peer observations. – <i>Senior Department</i> Strong curriculum TLR leadership in Middle and Senior departments has ensured that the curriculum has effectively evolved to meet the needs of all pupils currently in the departments. TLR Curriculum Lead for Foundation Department is on long term sick leave – a new temporary TLR has been appointed to address this for September. Each teacher has been empowered to further fine tune the curriculum so that it exactly meets the needs and abilities of individual pupils in their classes. Foundation department does not yet have this clearly established. Curriculum policy has been updated to reflect the changes and breadth and depth of learning to the CF. Teacher guides to Informal, Semiformal and Formal approaches have been written and will be shared with HoDs and TLRs by end of term for use in September 2018. TARGET ACHIEVED – further development planned to embed the CF in each department, ensuring that each department continues to evolve a more personalised curriculum route for pupils. In particular, AF to work closely with new Curriculum TLR and HoD of Foundation department to ensure that the CF is firmly embedded in the department and in classes so that all pupils follow a curriculum that meets their individual needs and abilities.</p>							
1d	AF VH MW	Assessment - to continue to develop policies in line with Government expectations once Rochford Review	All pupils have a personalised assessment pathway used to evidence progress over time	MAPP will be trialled and assessed as a potential assessment tool. DAPA/MAPP proposals will be reviewed against	MAPP trial data and recommendations from working party Recommendations	June June	Standards committee

		recommendations are approved	and inform focused teaching and maximise their learning	<p>outcomes from Rochford Review and recommendations for appropriate assessment tool recommended to SLT.</p> <p>Final recommendations 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>will be presented and discussed at SLT meeting with outcomes minuted. MAPP training and working party records.</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: Senior mid-term review: MW and JS&JS piloted one transformation with LA using MAPP in provision taking into account ‘end of key stage’ outcomes needing smaller steps. Positive outcome from LA to support school embed in EHCP process. Assessment team has completed its first MAPP data collection and analysis. Following analysis refinements to the process have been established for the second trial period. There has been an on-going process of reporting outcomes and recommendations to SLT and HODs. Implementation of MAPP has begun to inform a review of our existing EHCP practice, the school’s annual cycle of parental meetings and pupil related documents.

AF and VH continue to investigate various assessment systems to comply with the final outcomes of the Rochford Review. For pupils P4 and below it is intended that the Engagement Scales (RR) and MAPP will be used to assess pupils’ progress from September 2018. For pupils P5 and above it is

intended that MAPP will be used to assess pupils' progress towards EHCP learning outcomes, together with a linear system (with breadth built in) to record pupils' academic progress. All assessment systems chosen will link in with the new curriculum.

Action: on-going monitoring of MAPP through working party.

Action: to ensure consistency in terminology used (targets / outcomes / intentions etc). Definitions to be drawn up and terminology agreed.

End of year review:

ASPECTS ACHIEVED and Impact: Working party are using MAPP to evidence small steps progress towards end of key stage EHCP targets which ensures accurate transition data to a different Class teacher. MAPP trial has stimulated consideration of the EHCP paperwork and process in school. MW & HoDs are recommending a more integrated approach to a pupils EHCP cycle/ annual timings and number of parent's evenings/the nature and content of end of year pupil reports and other pupil documents. New assessment tool SOLAR purchased June 2018 - training to be held on Tuesday 17th July @ 3.30pm. HoDs requested to invite new teachers to attend.

MAPP will be used for pupils following the Informal Curriculum (P4 and below) as P scales will continue to be used for these pupils until September 2019 (Rochford Review Final Report).

ASPECTS PARTIALLY ACHIEVED: further development planned - Assessment frameworks will be chosen by end of week 22/6/18. Teachers will be trained by end of term for use in September. Governors will receive training in Autumn term 2018.

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
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Feb 2018 – success factors noted during SLT. Member of SMT doing NPQH</p> <p>Action: DT to continue to develop leadership development programme. DT to write RQT programme.</p> <p>End of Year Review: RQT programme has been drafted and sent to CHM partner Heads for comment. Leadership programme in conjunction with other SEN schools has been written but not yet implemented.</p> <p>PARTIALLY ACHIEVED – We will continue to use external SWALLS & NPQML Programme.</p>							
2b	DT LD BR	To deliver effective succession planning by strengthening middle leadership whilst	The quality of the school is maintained to benefit pupils	1. All middle leaders complete NPQML	All middle leaders have a professional management qualification	June	Finance Committee

	BR/DT	protecting the budget		<p>2. Introduction of a cost pay back condition for staff leaving within 2 years</p> <p>3. Leadership development programme rolled out for aspiring leaders</p>	<p>Cost pay back condition implemented</p> <p>Course is accredited</p> <p>Potential candidates are identified and attend programme Reflected in the PDP/Staff training records</p>	<p>September</p> <p>July</p> <p>July</p>	Standards Committee
<p>Ongoing review – record SMT monitoring dates and evaluative comments:</p> <p>5 teachers completed SEND Schools’ Middle Leaders Programme RQT programme being developed through Teaching School. Staff attending some courses (eg accredited courses costing in excess of £300 that will be of personal benefit as well as of benefit to the school) may be asked to sign a written declaration whereby they agree to reimburse the school for 50% of course costs in the event of them leaving their employment at the school within 2 years of completing the course. SLT will determine which courses qualify. Action: to continue to identify and offer development opportunities to selected staff as they arise. (link with 2a)</p>							
<p>End of Year Review:</p> <p>PARTIALLY ACHIEVED: we have a cost payback condition in place, where staff pay back expensive course costs if they leave within two years of taking the course. Leadership development programme ready for launch Sept 2018 (not accredited)</p>							
2c	LD DT SMT	To further develop the teacher performance management process to ensure SMT are effective	Individual pupil outcomes achieved supported by outstanding teaching	1. Consistency of staff performance management / PDRs is achieved	Head teacher monitoring of PM/PDRs show consistency of	March	Finance and Staffing Committee

		and consistent in the role [linked to 1b]		through increased SLT moderation 2. TDPs are used and applied effectively/ consistently through increased monitoring by HoDs and SLT	approach and robust system		
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Senior mid-term review : 12/14 HoD monitoring and TDP forms written; individual issues followed up including: assessment completed by deadline date; pupil files (Red and Yellow) to be up-to-date and to be used as working documents; evidence of work to be collated to show progress overtime and triangulation ; some excellent practice also seen. TDPs completed by Feb Half Term. Moderation carried out. Action: to continue and analyse each time.</p>							
<p>End of Year Review:</p> <p>TARGET ACHIEVED – See 1b.</p> <p>Lesson observation analysis shows that some lesson observations are subjective and nor evidence-based. Further training for SMT recommended. Mid-term PM meeting offered to all, 3 teachers took up offer and 1 became exit meeting (HS); New teacher (CR) gave very comprehensive information in 6-month Induction meeting recorded in feedback. IMPACT: information shared with SLT and will be actioned in next academic year ensuring staff voice is included in improvement in performance. LSWs to be able to opt out of their PDR, but still have a development target to work towards.</p>							
2d	LD HoDs	Evaluate the impact of reducing to 3 Departments on the achievement and behaviour of pupils	Pupil achievement and behaviour remains outstanding across the school	The reorganisation of the school impacts positively on the outcomes of the school	Sleuth benchmarking against previous years Pupil survey Parental feedback Pupil progress data	June	Finance and Staffing Committee
<p>Ongoing review – record SMT monitoring dates and evaluative comments: views and opinions being gathered as year progresses. This will continue with a summary reached by May 2018.</p>							

End of Year Review:

TARGET ACHIEVED: Parent feedback regarding this has been good.

Senior LSW work load has increased massively. Plan to have Senior LSWs on the Cover teams for each Dept so they have more capacity to complete work

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 VH Rosey Williams	To continue to monitor the progress of pupils whose attendance is below 90%: to include groups of children e.g. 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 that of pupils attending above 90% with similar needs	Attendance data Pupil progress data	May May	Standards Committee
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Assessment team monitor the progress of pupils whose attendance falls below 90%. A high percentage of these pupils have PMLD and complex medical needs. Current data shows that these pupils achieve as well as other pupils with similar needs whose attendance is above 90%. Assessment team inform the Attendance Officer of any pupil whose attendance is below 90% and who are not progressing. Interventions are put in place for any such pupils.</p>							
<p>End of Year Review:</p> <p>TARGET ACHIEVED: As above. The progress of these pupils remains similar to pupils whose attendance is above 90%. Interventions for some of these pupils have proved successful and are reflected in their results. Assessment team will continue to work closely with Attendance officer and closely monitor the progress of these pupils in the next academic year.</p> <p>Attendance Office was asked by the LA to provide training for other attendance officers in recognition of the excellence of this work.</p>							
3b	ST-M JP HoDs	Improve the physical development of all pupils	Pupils improve their physical development and resilience	1. Identified pupils have 30 mins per day physical activity eg	Baseline and overtime fitness data evidences increased fitness	April	Standards Committee

				<p>Zumba, jogging, race running, which may be delivered cross phase</p> <p>2. Identified older pupils have physio programmes in place</p>	<p>and/or mobility linked to 'personal best' data over time or physio programme evaluations</p> <p>Monitoring by HoDs evidences increased access of older pupils to physio programmes with access data to evidence this.</p>		
--	--	--	--	---	--	--	--

Ongoing review – record SMT monitoring dates and evaluative comments: Senior mid-term review: All classes offer pupils daily exercise (skipping; steps; Go Noodle; Change 4 Life – 10 min shake ups; 'Debbie Do' dance routines) ; Functional fitness for targeted pupils; Inclusive rugby in term 2 and planned for term4 ; Uni of Glos football coaching term 2) ; race running offered in Tues groups ; individual physio plans offered in class and in afternoon mixed groups. Riding for the Disabled accessed by 55 pupils. Functional Fitness sessions for Senior and Middle Departments. Race running sessions across all departments. Sherborne delivered in some classes. Trampolining sessions (weekly) for The Space and Haven pupils. AS classes have weekly rebound sessions. Individual classes have used Go Noodle, Cooper Run, Daily Mile or continually moving around for 10 minutes. Across the school there has been yoga, cross phase rugby and University of Glos football coaching sessions. PD and PMLD pupils have used individual physio programmes, rebound, swimming and their walkers. Rosie Butson attended 'TOP Sportsability – Elements and Motor Activity Training Programme' aimed at PMLD pupils. It is designed to support even the most dependent pupils to be challenged in achieving their individual motor skill targets, linked to Special Olympic style events. Rosie will trial the 8-12-week programme in the summer term (with the potential to disseminate across appropriate classes in the future). Gymnastics scheme of work implemented in the Middle Department (developing an increased breadth of study). Meeting held with Senior Department PE teachers to begin to look at the range of PE offered in the department. Events attended – Primary Special Schools Archery, Level 3 County Boccia Finals (middle and senior pupils). Sherbourne Training delivered in school 24 & 25 Jan 2018. Continual professional development of swim teacher is leading to more effective swimming and hydro lessons for PD and PMLD pupils.

End of Year Review:

TARGET ACHIEVED: Pupils have improved their physical development this year. Pupils have had access to a wide range of activities to promote physical development throughout the school, enabling them to experience new and familiar ways to participate in physical activity which is not necessarily ‘Sport’ based. There has been an increased amount of activities to physically challenge and promote individual success e.g. beating personal best times/distances etc. Through the opportunities mentioned in the mid-year review along with introduction of additional activities, which include tri-golf, Zumba, climbing, ‘Old Spots Trail’, which is linked to the Daily Mile and fizzy fingers sessions, the profile of physical development has been enhanced.

Initial CASPA data has shown that the majority of pupils in Y6 – Y11 have made expected or above expected progress in PE.

Staff also report that “with the introduction of OPAL pupils on the Pied Piper Playground seem more active at playtimes e.g. walking around pushing prams and vacuums and having things to run over and under prompts physical activity.”

Events Attended (which develops resilience) - Special Schools Athletics (40 medals and Overall Champions) Special Schools and Projectability Primary Panathlon,
KS3 Special Schools and Projectability Kwik Cricket, Unified Basketball (linked with mainstream schools).

3c	VK LD	To strengthen the mental health and wellbeing of our pupils	Pupils are screened for emotional well being as appropriate and targeted support improves wellbeing The wellbeing of every child is continuously monitored and targeted support improvement.	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	Baseline and over time data using Boxall profile for pupils with SEMH needs. Pupil Online Survey evidences that pupils feel safe and emotionally supported in school	December June	Standards Committee
----	----------	---	---	---	---	----------------------	---------------------

				<p>school interventions</p> <p>3. Mental Health Champions Award achieved</p> <p>4. At least 1 staff per class trained in Mental Health First Aid</p> <p>5. Interventions groups support targeted pupils</p> <p>6. All class staff deliver EWB sessions as an integral part of the curriculum</p>	<p>Staff feedback from classroom observation</p> <p>Staff training records</p> <p>Boxall data evidences positive impact of interventions for targeted pupils</p> <p>Learning walks & work scrutiny by HOD/TLR</p>	<p>July</p> <p>September</p> <p>June</p>	
--	--	--	--	--	---	--	--

Ongoing review – record SMT monitoring dates and evaluative comments: Boxall has been used to baseline assess the emotional wellbeing of identified pupils. Sue Reed appointed to run well being interventions groups 1 day per week. Thrive sessions being trialled with 5 pupils in 1 class. Online pupils survey taking place this term. Mental Health Champions in place in each Department and ran a Staff Forum session on staff wellbeing. 100 staff trained in Mental Health First Aid in Sept 2017.

End of Year Review:

TARGET ACHIEVED: To strengthen the mental health and wellbeing of our pupils.

Intervention groups for targeted pupils led by Sue Reed, Dan Tyreman and Nicky Pegram (Thrive) running successfully. Feedback from staff positive. Boxall profiles being re-done to provide assessment data and inform next steps. Mental Health Champions Award submitted and awaiting Learning Walk. Quality Assurance Group will complete final assessment on 5/7. Mental Health Lite training has been received very positively and 2 staff are placed on each available course. Mental Health INSET on 29 March also provided a range of additional MH training for staff. SENCo to monitor classes when lists are ready to ensure most have an MH Lite trained member of staff. The majority of classes now deliver an 'Emotional Check In' in an appropriate format.

Further training planned. OPS completed by a greater number of pupils this year – headline data available shortly
 The intervention team works well, it has expanded and became more pro-active.
 The Mental Health Champions (1 per department) are very pro-active.

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.	Sleuth data for individual pupils evidences a reduction over time of behaviour incidents	February	Premises Committee
				The Den is designed, built and utilised		The Den is built and in use! ELSA plans and delivers regular sessions to identified pupils	March
				Improved individual pupil engagement and behaviour for identified pupils	Monthly report to Standards Committee on activity once up and running		
					Evaluation of impact of 1 st 6 months of The Den		

Ongoing review – record SMT monitoring dates and evaluative comments: The planning application for The Den is in with the LA, work will not be completed until summer 2018. Dan T is completing the ELSA qualification.

End of Year Review:

TARGET ACHIEVED: The system for ensuring all staff receive Safeguarding training is in place and working well. New staff who indicate that they are not confident with using computers are offered supervised use of office computers.
Bespoke safeguarding training has been provided for some members of staff who struggled with it.

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
<p>Ongoing review – record SMT monitoring dates and evaluative comments: Being monitored by HoDs and will be reported to Governors and all staff in June 2018</p>							
<p>End of Year Review:</p> <p>TARGET ACHIEVED: Pink Curriculum has been re-written and resources provided. Staff now have clear Outcomes, Key Questions and links to assessment tools. Comprehensive staff training programme in place (see Target 3C) to ensure staff have a better understanding of pupils’ social and emotional needs and the impact of poor mental health on learning.</p>							
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
<p>Ongoing review – record SMT monitoring dates and evaluative comments: 1. The Communication Pathway / Curriculum has been implemented with all pupils through the school (see pink pupil files). 2. All teachers and Communication Champions have been offered a series of Communication, Language and Interaction workshops, the majority of teachers have attended. The workshops aim to introduce basic approaches, knowledge/theory and best practice advice. Teachers are trained during the workshops to assess pupils’ skills in 3 core aspects of communication. 3. 05.01.18: Inset Day – whole school introducing good practice guidelines for a. Language level expected before the formal reading scheme introduction. b. 12 strategies to be</p>							

introduced consistently through the school that will support pupils' language development. PM Derbyshire Language Scheme basic introduction. **4.** All staff working directly and regularly with pupils will have received course 1 Total Communication training by the end of term 4.

5. Communication and Interaction strategies introduced into school this academic year include: Tassels on-body sign system, Attention Autism. **6.** Use of MTV as a learning tool to introduce new communication skills to pupils. **7.** Whole school Communication Challenge week will take place in May.

End of Year Review:

TARGET ACHIEVED:

Literacy working party – TLRs /UPS – Sourced and trialled language assessment for all teachers to use as measure of language level which will influence when it's appropriate to begin a reading scheme with a pupil. A comprehensive phonics assessment has been sourced and trialled to “unpick” specific difficulties in phonics learning. Support for teachers and moderation of how teachers implement the new literacy practice is being agreed for next academic year. A framework of what quality language teaching should include has been agreed drawing on ICAN research and materials. Some teachers are being supported through joint teaching sessions. Further training on how to teach oral language lessons is being agreed.

Targeted communication work has taken place with individual pupils and teaching teams through working in the Intervention team recognising the strong link between Speech, Language and Communication needs and behaviours.

We now have an established effective team of Communication Champions through the school supporting all communication and language work.

Impact: Teachers understand the importance of developing oral communication skills to a functional level before introducing a formal synthetic phonics programme or reading scheme.

Teachers have an assessment tool, which will help identify which phonological skill/process requires additional support when a pupil is not developing as anticipated.

Teachers have basic assessment tools, which will help to identify the most appropriate low tech communication tools and how to introduce them including a basic measure of a pupil's comprehension.

4c	LD	Identify skills of parents and staff which can be used to broaden the experiences and life skills	Pupils will benefit from having access to as broad a range of experiences budgets	A list of parents and staff who are willing to volunteer to support the provision extra-curricular	Published list Number of extra-curricular activities	July	Finance & Staffing Committee
----	----	---	---	--	---	------	------------------------------

	of pupils	and voluntary support can provide	activities for all our pupils	offered and attended		
<p>Ongoing review – record SMT monitoring dates and evaluative comments: The survey and list has not yet been completed. Action: Lyn to work with admin team to produce parent/carer questionnaire. 2 parents have established a very successful parent cafe.</p>						
<p>End of Year Review: NOT ACHIEVED: due to lack of time, although several parents have supported the school, eg a grandparent has hosted many pupils at his Strawberry Farm, a Grandparent of a former pupil continues to run Taiko drumming sessions. Target to carry forward to next year, plus we would like to appoint a Family Learning & Activity Champion.</p>						

Achieved: 12/16 = 75%

Partly achieved: 3/16 = 19%

Not achieved: 1/16 = 6%

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