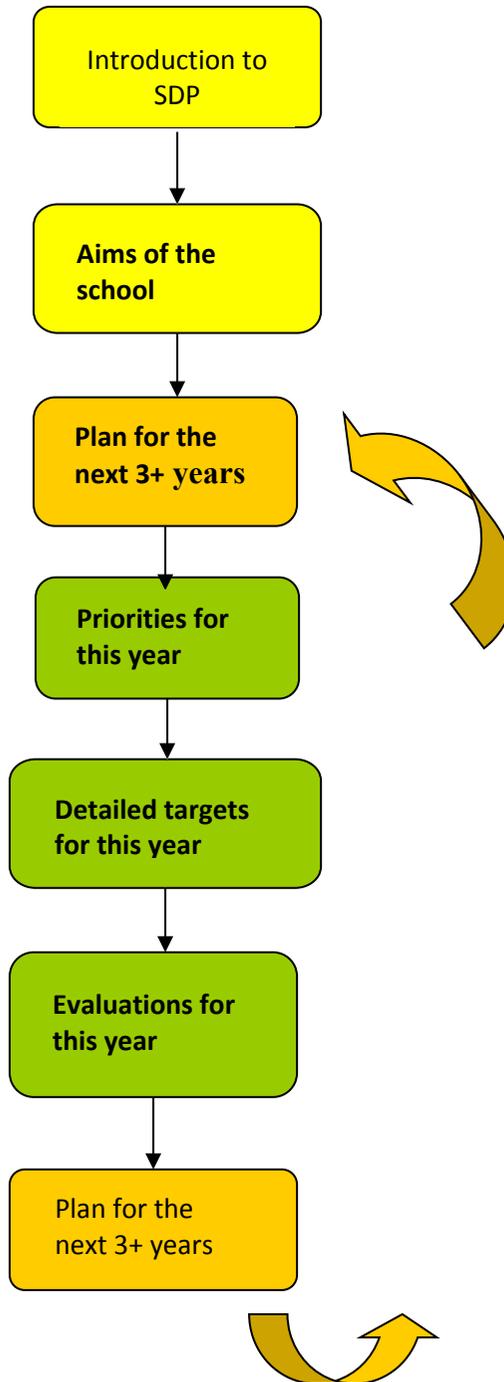


**THE MILESTONE  
SCHOOL DEVELOPMENT  
PLAN - evaluated**

**2018 – 2019**

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 –

- 315 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**

2018 + long term targets for the school – Please see School Vision statement

- To become a sponsor academy and form a MAT with 2 other schools initially
- To continue commitment to implementation of Total Communication throughout the school. – Achieved – ongoing refreshers on a rolling basis needed.
- To maintain our out of hours activities through external funding e.g. playscheme, breakfast club, residential trips, siblings' group – Valuable, Keep growing target.
- To work with the Local Authority to review the role of the school and possible refurbishment of the current pool area once the new pool is in place. – Adjust- No money for pool?
- ~~To further develop our partnership working with schools across the County – Doesn't need to be a long term target.~~
- 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 – We offer lots: Team Teach, Outreach, Enrichment, Webster Stratton, Work Experience etc.
- To utilise Primary Sports funding from now until 2020 to maximise learning opportunities – This already happens
- D&T room refurbishment. Develop Capital Development Building

**Department targets for 2018 to 2019 – please see separate documents**

# SECTION THREE

## TARGETS FOR THE YEAR 2018/19

**Focus themes to run through whole document:**

- Family learning and activities
- Staff CPD [Continuing Professional Development]
- Communication and interaction

**Curriculum priorities for the year:**

- Communication, Language and Interaction
- Maths
- PE

<b>Area 1 – Quality of teaching, learning and assessment – To improve the quality of all to benefit the outcomes for pupils based on their needs</b>							
<b>Item</b>	<b>Owners</b>	<b>Aim</b>	<b>Child Benefit Objective</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Completion Date</b>	<b>Governor monitoring</b>
1a	DT AF SD       HoDs	<b>Teaching and learning</b> – 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	<p>Research an online method for staff to share teaching, learning and resource ideas by pupil phase [SLD, ASC, PMLD or linked to curriculum] - <b>SD</b></p> <p>Review the induction programme for new teachers to include basic child development, language acquisition, OPAL and learning styles. Review support mechanisms for 1<sup>st</sup> year at the school.</p> <p>Reintroduce teaching and learning sessions - <b>DT</b> UPS teachers to support classes with teaching and learning and through support via identified areas of expertise</p>	<p>Teachers and LSWs have an online tool to share ideas</p> <p>Feedback from induction and teacher PMs</p> <p>Lesson observation data</p> <p>PMs Teacher feedback Lesson observation data</p>	<p>February</p> <p>October</p> <p>Ongoing</p> <p>October then ongoing</p>	Standards Committee
<p><b>Ongoing review</b> – Induction programme and policy reviewed and sent to governors Standards Committee Sept 2018. T+L sessions re-introduced. Sessions ran Autumn Term and were reviewed and prioritised Jan 2019. Lesson observation data to be sent to DT for analysis asap please. Programme of joint observation across the school is in place. <b>Action:</b> New T+L schedule to be finalised and sent out.</p> <p>Online method [Yammer] identified for staff to share teaching, learning and resource ideas by pupil phase [SLD, ASC, PMLD or linked to curriculum]. Information regarding this to be presented at Staff Forum 13/02/19.</p> <p>PowerPoint will be launched to share information on YAMMER (an online staff forum) – Usage and feedback to be reviewed in summer.</p> <p>Every Teacher now has a Teacher Development Plan.</p> <p>UPS – Has taken a lot of consideration – All been allocated and sent out to Teachers.</p>							

**End of Year Review:** There are currently 108 staff members using yammer. 8 discussion groups have been established by staff and there is a read count of 1396. Twitter being used by staff (DS has usage details). T&L sessions continued to Feb half term: Action: look at T&L sessions in light of CHM not offering NQT course 2019-20.

Planning and structure - 10 minutes at briefing or department meetings to discuss.

Develop T&L Sessions – Ongoing- key focus to improve.

Partially achieved – Ongoing.

1b	AF TLRs DT HoDs	Embed The Milestone Curriculum model ensuring that each department continues to evolve a personalised approach for pupils.	Individual pupil outcomes achieved, supported by personalised teaching approach.	All new teachers trained in personalised teaching approach and our curriculum model.  AF to support new TLR Curriculum Lead and HoD in Foundation  TLR and HoD monitoring supports teacher planning and delivery	Teaching across the school is at least good with outstanding features	March	Standards committee
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**Ongoing review:** Diane now overseeing Curriculum TLRs and meeting to review action plans and impact.

On-going meetings with TLRs and HoDs re monitoring and embedding Curriculum model.

Teachers are aware of curriculum approach for their class and the implications for delivery.

Action: On-going training on Curriculum model for new teachers to be introduced via T+L sessions.

Planning is submitted termly to HoDs and monitored to ensure a personalised approach for pupils is planned for and individual pupil needs are met.

Meetings are held with teachers to ensure planning is in line with the Milestone Curriculum model. HoDs undertake termly Learning Walks and Work Scrutiny to ensure delivery is in line with planning. Middle Department teachers share good practice by bringing examples of pupil's successes with their learning; appropriate differentiation to meet pupils needs; lessons which they feel have worked well to meet their pupil's needs. Further development of how EHCP provision is delivered and how to set personalised and appropriate targets is needed.

**End of Year Review:** New teachers have attended a T&L session with Curriculum Leads to support understanding of the Milestone curriculum model, its implementation and individual approach. Foundation Department HoD and TLR Curriculum Lead have carried out termly 'effective classroom practice' learning walks, monitoring of planning, curriculum delivery and work scrutiny; resulting in discussions with individual teachers thus impacting on an improved knowledge of the curriculum, a personalised approach to planning and classroom practice within the Foundation Department. Department meetings have involved discussions and creative planning ideas to support the EYFS, informal and semi-formal curriculum models. HoD and curriculum Lead have carried out two joint lesson observations, which resulted in a consistent and corresponding outcome.

% of good & O/S lesson obs is 81.6% compared to 90% 2018-19. Recommendations have been discussed with Standards Committee. Lesson obs data included analysis of lesson obs by curriculum approach. Whole school area of focus 2019-20 to be on ensuring curriculum approach is being used effectively to raise standards in T&L.

Achieved - onward steps needed.

1c	AF	Introduce a new system for tracking pupil progress	Pupil progress is closely monitored and results in focused intervention as appropriate	Implement SOLAR assessment tool and evaluate impact – AF  Governors will be trained to understand how pupil’s progress over time is recorded over time using the recommended tool.	Pupil data analysis Pupil intervention records	December	Standards Committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:**

Solar has been introduced and all relevant staff have been trained. Has been closely monitored and is on track.

**End of Year Review:** SOLAR is embedded across the school. Interim pupil progress data circulated to SLT and HoDs and reported to standards. SOLAR is used for target setting and to provide pupil attainment data for EHCP’s and PEPs and to identify pupils for interventions. Teaching staff upload pupil work against outcome as evidence of attainment.

Val H has given lots of support to staff, including online monitoring system for HoDs. To focus next year on quality of evidence. LSWs have not been trained for SOLAR yet – to do in September.

Target achieved.

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 DT	Ensure all class-based staff have a focused targets to support pupil achievement	Pupils are supported to make outstanding progress	<p>LSWs who ‘opt out’ of PDR process have agreed development targets</p> <p>Teacher PMs include pupil achievement element</p> <p>CPD is focused on supporting pupil achievement</p>	<p>PDR records LSW target records</p> <p>PM targets</p> <p>CPD records</p>	<p>July</p> <p>October</p>	Standards Committee
<p><b>Ongoing review – record SMT monitoring dates and evaluative comments:</b> CPD is now recorded against SDP targets.</p> <p>Teacher pupil achievement targets focus on monitored pupils where appropriate. Action: LD and DT to meet to carry out audit of PM targets.</p> <p>On track LSW’s who opt out of PDR process will still have targets set by SLT.</p> <p><b>End of Year Review:</b> CPD has been assessed against SPD targets. Programme of sustained and repeated training in place for Timpson, RWI and Safeguarding. Teacher PMs do include a pupil achievement target which has focused on monitored pupils from assessment data. Children on focused interventions from the pupil monitored list are given specific targets. Link to SDP+ training priorities for school. In house expertise needed.</p> <p>LSWs who opt out of the PDR process have agreed development targets – Senior LSWs will see individuals in their department who have opted out of the PDR process and developmental targets will be set.</p> <p><b>Achieved – more to develop.</b></p>							

2b	DT Senior LSWs	Focus Grade G LSW responsibilities on supporting teaching, learning and pupil welfare in their own class	Pupils are supported to learn by strong and supported class teams	<p>Senior LSWs meeting with Grade G LSWs to review areas of responsibilities</p> <p>Monitor red and yellow files over year</p> <p>Impact of Class Lead LSW role reviewed once wider responsibility role removed</p>	<p>Feedback from Grade G LSWs via Senior LSWs</p> <p>HoD/TLR monitoring records</p> <p>PDRs and Senior LSW/TLR and HoD monitoring records</p>	<p>September</p> <p>Termly reports</p> <p>February and June</p>	Standards Committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:**

Feedback from Grade G LSWs on new class-based roles is positive. Action: formal monitoring of red & yellow files to be carried out if not complete

LSWs are focusing on Teaching and Learning in class.

**End of Year Review:** The class LSWs and Teachers have completed evaluation forms (these were given to Lyn to share with the Governors) which highlighted the positive impact the change in additional responsibilities has had. During the annual LSW PDRs the LSWs shared how this change has had a marked improvement in their workload and work-life balance. They are now more able to support the class teacher with classroom tasks to promote teaching and learning. The negative impact is that the additional roles once carried out by the G grades are now carried out by the SLSWs or are not being completed.

LSWs to keep on top of display boards, fruit order, pe cupboard and snack order – Floaters to do this?

Jobs that senior LSWs have had to pick up due to longer hour G grades now supporting teaching and learning in their classrooms:

Middle Department:

Consortium (Have had help from Sheryl this year as she did not have a class responsibility) Will have to do next year.

Laundry room/spare clothes and PE items to sort and tidy. Tumble dryer care etc.

Tidying of the Glade – resources reading books etc. (putting opal stuff that gets dumped in Glade in one space)

Staff room – Washing up/general tidying/ boards.

Additional jobs from Colin – this will stop 😊 - Displays, making resources for events etc.

Food focus meetings – (Aip)

Foundation Department: Sorting the weekly Nursery – Y2 fruit delivery. Displays in the multi-use rooms. Consortium and resources cupboard. PE cupboard. Maintain and keep tidy the sensory room, soft play, read and relax room, atrium and inner courtyard areas.

Senior Department:

Consortium resource cupboard- currently between class LSW and senior LSW.

Work Experience files.

Laundry rooms.

Tidy Bookshelf (KS4).

Read Write INC resources cupboard and support lead teacher.

Achieved.

2c	SD SMT	Develop resources and a culture for 'hot desking' to enable school to function effectively during building projects.  Provide suitable working spaces for pupil need during building project	Minimum disruption to pupil learning and welfare during building projects	Ensure sufficient laptops and PCs for staff noncontact access  Ensure sufficient working areas for staff in school  Frequent review of use of learning and play facilities across school	Feedback from staff	October and ongoing review	Finance and Staffing Committee  Premises committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:** Computer stations set up in Staff Room for teachers to access as required.

Trial project to locate laptops in the Staff Room for staff to use initially proved to be successful.

Laptops were well utilised for half a term but were subsequently seldom used and the decision was taken to return these to the classroom. Staff to be consulted on the availability of computers/laptops for them to use during ongoing building work. The new staff resource room has an estimated completion date of 23rd April 2019.

There has been minimum disruption to pupil learning. Staff continue to be flexible

**End of Year Review:** The new Staff Resource room has been created and continues to be developed. There are 10 computers available for staff to access.

Achieved.

2d	LD	Review the format of the annual staff questionnaire to make analysis more efficient	Pupil learning is enhanced through feedback from staff on areas for school development	Admin team to support LD in establishing an online staff annual review system Analysis of staff questionnaire shared with SMT, staff and Governors	Online questionnaire and analysis of responses	May	Finance and Staffing Committee
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**Ongoing review –**

Staff questionnaire on survey monkey or similar.

**End of Year Review: Achieved:** Questionnaire has gone out to parents. Analysis to be shared with SMT, LAB and Trustees before the end of July. Analysis will inform SDP.

Staff questionnaire to be sent out in October – review process as would take a lot of time to sort through paper copies.  
Not achieved.

2e	LD AH CoG	Become a sponsor academy and form a MAT		Inform all stakeholders including staff, parents, LA in all schools involved  Complete and submit application to Regional Schools Council	Outcome of RSC head teacher board Re-launch of school as a MAT	April	Governor academy working party
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**Ongoing review –**

The Department for Education agreed in principle for the school to convert to an academy. The Academy Order was signed by the Regional Schools Commissioner on Monday 21st January 2019. This was after careful consideration by the Head Teachers Review Board. Further work required before conversion including the Commercial Transfer Agreement where staff, assets and contracts are transferred to the SAND Academy Trust.

MAT will commence June 1st

Parent/carer information sessions booked. Staff information session with HR to be booked with unions invited.

**End of Year Review: Achieved:** RSC approved both sponsor academy bid and MAT bid. SAND Academies Trust commenced on June 1<sup>st</sup> 2019, consisting of The Milestone School and Paternoster School. This has resulted in a leadership restructure at The Milestone School. The RSC have approved bids from Battledown School and Belmont School to join the MAT from December 1<sup>st</sup>. Lyn is the named CEO and is working with the Heads and Governors of both schools throughout the stakeholder and staff consultations.

Achieved.

**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	VK LD	Support the emotional wellbeing of identified pupils through the Timpson Project	Identified pupils will have support to increase their resilience and cope with emotional trauma	Pupils are screened for emotional wellbeing and where appropriate targeted support is given  Staff are trained to support the emotional wellbeing of all pupils in school	Timpson Project assessment paperwork and intervention feedback  Staff questionnaires	May  Whole school INSET training day, January 2018	Andy Williams

**Ongoing review – record SMT monitoring dates and evaluative comments:** The project is in the very early stages and as such the impact cannot be measured at this point. Initial INSET training delivered on 7/1/19. 13 pupil case studies identified and set up. These will be monitored by the lead team and initial impact assessed at the end of Term 4. Further training focused on staff requests from the INSET evaluations to be rolled out through the year. Emotion coaching training to be included for targeted staff at the June INSET.

**End of Year Review:** Emotion Coaching and Promoting Recovery from Trauma training delivered to staff leading the Case Study teams. Further training on Solution Circles to be delivered by the EP supporting us through the project. Staff response (Particularly to the Emotion Coaching sessions) has been positive and many are showing greater awareness of the impact of trauma on well-being of pupils. Training on classroom strategies requested & will be delivered shortly. The project will continue next year.

Achieved – Ongoing

3b	RW/AF PJ SP/FB	Ensure all pupils are attending school to benefit their early development	Identified pupils are supported to attend school	Pupils who turned down for home to school transport are supported by staff to present the strongest possible case at SEN transport appeal panel	Attendance figures for identified pupils Recorded outcome from SEND transport appeal panel	November and ongoing for any new pupils after this date	Standards Committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:** Transport appeals are a paper exercise. Staff can support parents to write their appeal but are not allowed to attend the appeal meeting.

Rosie is monitoring attendance closely with the Data Officer.

Support to parents is ongoing including home visits and inviting parents in.

**End of Year Review:** Have been tracking pupils that cause concern. Transport is being agreed – working with parents to achieve this. Travel training team has been working hard with pupils. Bus passes have been ordered. The report to Governors is very good.

Regular meetings between Head Teacher, Data Manager and Attendance Manager to monitor identified pupils are now embedded in practise. We adopt a very individualised approach to support pupils whose attendance is giving cause for concern. The support offered is dependent on the needs and circumstances of the pupil. We have put in place a robust system that enables us to identify links between lack of attainment and low attendance and work cohesively to improve the outcome for the pupils.

**Achieved.**

3c	VK LD	Provide a bank of resources, lesson activities and training to support pupil emotional wellbeing	All pupils receive excellent support for their emotional wellbeing development	Staff have appropriate resources to develop outstanding lessons and pupil support for building emotional wellbeing	Staff feedback  PSHE pupil progress data		Standards Committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:** Emotional well-being training has been delivered to NQT's/trainee teachers and through the T&L sessions. PinK training to be offered shortly. The Mental Health e-learning package will be rolled out by VK/KM through department meetings from February ensuring all teaching staff have the knowledge and a range of new resources to teach EWB in class. Ad hoc advice and resources shared regularly across the school and in-class support provided on request. PSHE is currently combined with RE in the new SOLAR assessment system - this needs to be adjusted to enable us to generate a realistic picture of PSHE progress.

School is providing a lot of training and is funding a member of staff to train as a play Therapist. Good range of interventions and play therapy including music therapy, Lego, peer massage, PAT dogs and swimming.

**End of Year Review:** The range of interventions available have increased and more pupils are receiving interventions to meet specific needs. An independent counsellor now provides sessions 2 days a week, Play Glos have delivered Play Nurture sessions for the whole of the year with extremely positive outcomes for some of our most troubled pupils. 2 more staff have completed the 'Applied Therapeutic Skills' course and Lego and Mental Health training continues. PSHE and RE have been separated on SOLAR and we are currently adding Pink outcomes to SOLAR to enable more robust monitoring of progress.

Compared to a lot of schools we have great support for mental wellbeing. Behaviour Team is very good at providing help to classes, sometimes staff need a push to address issues without worrying about wasting people's time. Team meetings might be a good idea.

**TARGET ACHIEVED:** Achieved.

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	Sam Proctor, HoDs	To enhance learning opportunities through active engagement with pupils at playtimes and through the effective use of the school’s purpose-built outdoor learning area.	Pupils will have increased facilitated or supported learning through play opportunities	All staff and playmakers to be trained to support pupils to learn through play OPAL working group to ensure that play areas are equipped as learning areas Targeted outdoor learning sessions for identified pupils/classes run by trained LSW	PSHE pupil data  Feedback from staff and pupils	September  Termly meetings  Ongoing over year	Elaine Marshall Governor for OPAL
<p><b>Ongoing review – record SMT monitoring dates and evaluative comments:</b> All departments have supported and provided each class with the opportunity to access the school’s purpose-built outdoor learning area within timetabled sessions. The Senior Department have supported a change in lunchtime OPAL sessions to ensure pupils have full access to OPAL during playtimes. As a result of staff absence OPAL provision has not been fully embedded throughout all areas of the curriculum and the school.</p> <p>The outdoor learning classroom LSW is excellent and is developing the area and associated teaching ideas/resources very well.</p>							
<p><b>End of Year Review:</b> Frustrations over lunchtime supervisors and playmakers – HoDs to speak with them and staff members to remind them of roles. The outdoor learning area has been amazing for all the pupils.</p> <p>There has been less behaviour issues from the middle department at playtime due to having lots to play with.</p> <p>The introduction of the Outdoor Learning Support Worker to lead morning sessions has proved effective. 82 pupils have accessed LSW-Led outdoor learning consistently throughout the year and have all made progress towards personalised outcomes. A new progression format has been introduced to enable class staff to indicate ‘distance travelled’ towards achieving outcomes for each child individual. This has provided robust data demonstrating that pupil progress is very good. Development of the area has been constant, and the range of resources and learning opportunities available continues to increase. The Outdoor Learning Support worker liaises with class staff to provide effective provision and many class staff have commented on the positive impact this has had on children. Additional classes have accessed self-led sessions in the afternoon periods.</p> <p>OPAL is continuing to be embedded in the various playgrounds and the OPAL working group meets regularly to discuss strategy and implementation of the OPAL ethos. Supervision of pupils by staff continues to be a concern, and this will be the focus of the forthcoming year. Pupils have reported through consultation via the Support for Learning team that they would like staff to intervene quicker when there are altercations between pupils. Staff are generally talking to one another rather than supporting children to access play opportunities.</p> <p><b>Achieved – Continue to develop</b></p>							

4b	MW	Improve the communication provision and support for pupils to achieve their full communication potential	Pupil are supported to develop their language skills to support learning	All new pupils and identified pupils to have a baseline communication and language assessment MW provides support and training to individual class teams as appropriate. All lessons will include opportunity for pupils to develop their communication skills/language during all areas of learning.	Pupil progress data  MW monitoring data          Lesson observation data	Easter          November	Standards Committee
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**Ongoing review – record SMT monitoring dates and evaluative comments:** All new teachers have received T&L session on assessment of C&L. 19 classes (Teacher and/or class team) throughout school have received support/training on specific aspects of communication/language/ literacy development. This has been for individual pupils and whole classes and has included assessment, planning, implementation of techniques/approaches.

Focus on lesson observations is – enabling children to communicate effectively in their chosen method.  
Children screened for readiness for phonics.

**End of Year Review:** Whole School Inset, twilight and 1:1 training delivered on range of specific interventions and good practice teaching. Attention Autism training, 1:1 work with teachers, workshop sessions, and staff interest group sharing good practice. Central resource bank created. Teaching school has since hosted 2-day training. Development of communication dialogue framework with interventions team – to develop consistency of approach from class to wider school environment. Pink pupil communication profiles have been further developed to ensure smooth transition and support staff understanding of communication progressive pathway. Eye gaze technology purchased and small-scale good practice is on-going.

**TARGET ACHIEVED:** Partially achieved – ongoing.

4c	LD HoDs	Parents and carers are given ideas on supporting learning experiences of their child to enhance pupil progress  Families have the opportunity to meet with other families for fun activities	Pupils are supported to develop their learning both in school and at home	Dad's group established with relevant training opportunities offered  Family activity and learning programme implemented	Evaluation sheets from parents and carers	December	Parent Governors
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**Ongoing review – record SMT monitoring dates and evaluative comments:** Topic grids are sent home to Parents and carers to support the learning experiences of their child to enhance pupil progress. There are now four parents' evenings focussed on individual EHCP outcomes. Parents are invited into Departments to share in pupils learning experiences. Further, more explicit experiences are planned for Summer Term. Further links with links with parents are being explored.

Use SPP guide to inform us and guide us. Each department to come up with strengths and weaknesses.

Challenge and support group – working together with other schools to raise money for pupil activities.

**End of Year Review:** Shared experience events throughout the year for parents including Christmas Market. In addition significant parental input to provide a Clothing Drive set up in the Gym. This meant that pupils had access to a variety of clothing options. This was organised in collaboration with some parents. Prior to residential there was also a collaborative meeting to ensure effective outcomes for pupils across the whole day.

So much has been achieved. The middle parents have been in to do cooking and coming again on the 3<sup>rd</sup> July. Cinema evening, where's next evening, family picnics and summer fair have all been greatly received by families.

Senior Department to show pictures from residential.

**Achieved – dads group needs to happen but needs to be led by someone.**

**Evaluation of 14 SDP targets July 2019:**

**Achieved: 11 – 79 %**

**Partly achieved: 2 – 14 %**

**Not achieved: 1 – 7 %**

**NB**

**SDP targets to be discussed weekly at SMT meetings again next school year.**

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