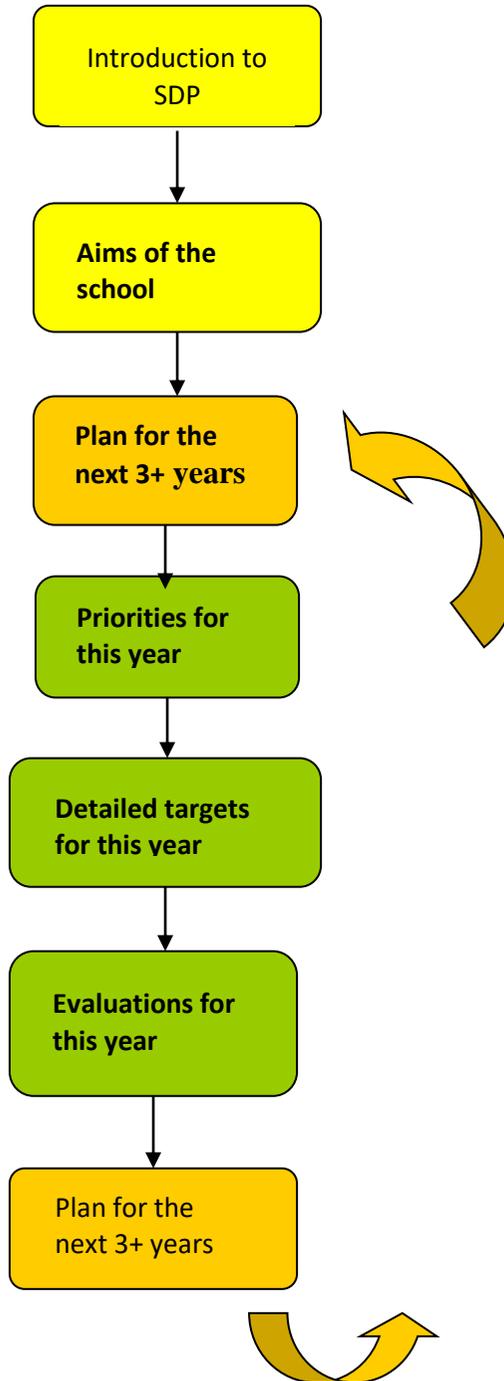


# THE MILESTONE SCHOOL DEVELOPMENT PLAN

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
- To maintain our out of hours activities through external funding e.g. playscheme, breakfast club, residential trips, siblings group
- 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.
- 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 utilise Primary Sports funding from now until 2020 to maximise learning opportunities

**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. Reintroduce teaching and learning sessions - <b>DT</b></p> <p>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
<b>Ongoing review –</b>							

<b>End of Year Review:</b>							
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
<b>Ongoing review:</b>							
<b>End of Year Review:</b>							
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 pupils progress over	Pupil data analysis Pupil intervention records	December	Standards Committee

				time is recorded over time using the recommended tool.			
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							

<b>Area 2 – Quality of leadership and management – To maintain the excellence of the school over time</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>
2a	LD BR DT	Ensure all class based staff have a focused targets to support pupil achievement	Pupils are supported to make outstanding progress	LSWs who 'opt out' of PDR process have agreed development targets  Teacher PMs include pupil achievement element  CPD is focused on supporting pupil achievement	PDR records LSW target records  PM targets  CPD records	July  October	Standards Committee
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
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	Senior LSWs meeting with Grade G LSWs to review areas of responsibilities  Monitor red and yellow files over year  Impact of Class Lead LSW role reviewed once wider responsibility role removed	Feedback from Grade G LSWs via Senior LSWs  HoD/TLR monitoring records  PDRs and Senior LSW/TLR and HoD monitoring records	September  Termly reports  February and June	Standards Committee
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							

<b>End of Year Review:</b>							
2c	SD SMT	Develop resources and a culture for 'hot desking' to enable school to function effectively during building projects - <b>SD</b>  Provide suitable working spaces for pupil need during building project	Minimum disruption to pupil learning and welfare during building projects	Ensure sufficient lap tops and PCs for staff non contact 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
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
2d	LD	Review the format of the annual staff questionnaire to make analysis more efficient	Pupil learning is enhanced though 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
<b>Ongoing review –</b>							
<b>End of Year Review:</b>							
2e	LD AH	Become a sponsor academy and form a MAT		Inform all stakeholders including staff, parents,	Outcome of RSC head teacher board	April	Governor academy

	CoG			LA in all schools involved  Complete and submit application to Regional Schools Council	Re-launch of school as a MAT		working party
<b>Ongoing review –</b>							
<b>End of Year Review:</b>							

**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
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
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
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							

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
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
<b>TARGET ACHIEVED:</b>							

<b>Area 4 – Outcomes for children and other learning – To support every pupil to achieve their full potential</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>
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
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
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	Pupil progress data  MW monitoring data  Lesson observation data	Easter  November	Standards Committee

				skills/language during all areas of learning.			
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
<b>TARGET ACHIEVED:</b>							
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
4d							
<b>Ongoing review – record SMT monitoring dates and evaluative comments:</b>							
<b>End of Year Review:</b>							
<b>NOT ACHIEVED:</b>							

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

**Achieved:**

**Partly achieved:**

**Not achieved:**

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