

SCHOOL DEVELOPMENT PLAN

2016-17

Updated 19th September 2016

We are a learning community that works together to promote achievement and provide opportunities and experiences that develop kindness, respect and perseverance. This will ensure our pupils learn and develop in order to achieve and thrive.



School Development Planning

School planning is determined by a number of factors:-

- Robust and effective School Self Evaluation.
- Internal stakeholders' views (staff, parents/carers, governors and pupils).
- External stakeholders' views (LA, Ofsted, commissioned consultancy).
- The changing needs/fluctuations of special education.

In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and self-evaluate, and use this self-evaluation to plan the development of the school. Through this process of evidence based self-evaluation we regard MKS as a good school with outstanding pupil behaviour and safeguarding, and this was supported by the last Ofsted inspection report in April 2015.

In 2015-16 we commenced a 3-year improvement cycle which is focused on moving the school from good to outstanding. The key priority areas are:-

1. Developing robust and accurate assessment of pupil progress.
2. To ensure all pupils are challenged to make the highest levels of progress in learning in all lessons.
3. Create a structure for curriculum subject leadership and curriculum development teams, preparing for school expansion.
4. Develop leadership of the school so that it is creative and responsive and delivers clear outcomes.
5. Develop Support and admin services to manage and prepare for the new build.

The Governors, Head Teacher, School Business Manager and Deputy Head Teacher will monitor progress on this School Development Plan and the Head Teacher will report to Governors termly on the progress made. Progress made in 2015-16 is reported in the school self evaluation plan.

In 2016-17 our key priorities will be:

1. All pupils will be **challenged** to make good or better progress in their learning and embedded robust assessment procedures will be used to demonstrate progress and achievement.
2. The **curriculum** will be **further developed** to provide opportunities and experiences to meet the differing needs of all pupils in the context of national curriculum and accreditation changes.
3. Embed Thrive/SCERTS frameworks across the school in order to **support more vulnerable pupils to learn, develop, achieve and thrive.**
4. **Work with parent stakeholders** to enhance their support for pupil progress.

This document is used as an overarching planning and monitoring document to track progress towards the stated outcomes. More detailed plans are held by each project leader and these plans are agreed and monitored through the Appraisal system.

The plan is reviewed termly and the following key is used as a record of progress made:

Key	Target Achieved		Target near completion		Target started and on track		Target not yet started	
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1. All pupils will be challenged to make good or better progress in their learning and embedded robust assessment procedures will be used to demonstrate progress and achievement.

Project Criteria For Success	Project Lead	Other Staff	Project/ Area of Work	Costs	Prog - ress	Action Completed	Next Steps/Actions
1.1 All teachers will plan and deliver: <ul style="list-style-type: none"> differentiated questions and descriptive feedback opportunities to engage and challenge pupils to make good or better progress through active learning, play and exploration and meaningful learning activities in TEACCH trays. opportunities to develop social communication skills and in KS1 and EY (this will include Intensive Interaction) the transfer of literacy skills (particularly writing) in all subjects evidence books will document progress for educational visits and foundation subjects to use the calculations policy 	SLT	Teachers	Teachers to implement training and development with peer coaching in triads used to support development.	INSET time	●		
	DM/TM	SLT	Monitor and evaluate the effectiveness of feedback given to teachers on pupil progress		●		
	AH	LPg JK	Talk for writing training provided and implementation monitored and evaluated across a range of subjects	£1000 day	●		
	LP	MC	Strategy for consistently developing early mark making skills to be developed	INSET day	●		
	DM/TM		HT/DHT to track progress of specific pupils		●		
	KG	JK/JS/MWi	Meaningful learning outcomes for TEACCH trays that promote learning and independence	INSET time	●		
	AVD	KS/DM	Track and monitor use of calculations policy	INSET time	●		
1.2 All Teachers in Induction/mentoring: <ul style="list-style-type: none"> will show progress every term towards achieving expected outcomes 	TM	SLT/ Mentors	Mentoring outcomes for all staff on priority improvement plans are achieved by February		●		
	KS	Mentors	Induction outcomes are monitored and early action taken if expectations are not being met		●		

<p>1.3 All TAs will deliver planned learning opportunities and experiences and:</p> <ul style="list-style-type: none"> ask differentiated questions and give descriptive feedback opportunities to engage and challenge pupils to make good or better progress through active learning, play and exploration provide communication support in line with pupils' pen portraits implement Intensive Interaction as part of personalised learning use the calculations policy 	SLT	Teachers	TAs to be given feedback by teachers on Appraisal targets, and action required is monitored by teachers	INSET time	●		
	Teachers	KS/TM TAs	Scripted questions to be given to TAs by teacher and used by TA		●		
	DM/TM	Extended SLT	Focused feedback to class teams on use of scripted questions		●		
	AH	LPg, JK, NoD	Develop social communication policy and procedures		●		
	JK	LPg, AH, KG, JS	Support the development of Intensive Interaction in specific classes and pupil interventions		●		
<p>1.4 Assessment procedures are embedded so we have:</p> <ul style="list-style-type: none"> a more unified system for evaluating pupil outcomes using pupil progress data, behaviour and attendance data, information from observations, learning walks, work scrutiny and moderation in order to evaluate learning, give focused synthesized feedback and track action taken in response to these evaluations KS4 data reporting by more closely tracking progress towards accreditation 	TM	SLT	New cycle of monitoring and evaluation piloted		●		
	TM	CVD	Evaluate classroom monitor data system and possibility to triangulate with Iris data	£2500	●		
	TM	CVD	Implement revised target setting and monitoring procedures for KS4	£5485	●		Pilot KS4 PAPs Target set for KS4 accreditation progress in assessment weeks Create milestones towards accreditation for year 10/11
	DM	TM	Challenge partners to review and evaluate assessment	£3,000	●		
	AH	SLT	Implement moderation cycle and create standardisation files		●		
<p>1.5 Continue to develop middle leadership skills and competencies</p> <ul style="list-style-type: none"> The responsibilities for holding staff to account and celebrating success will be distributed amongst the extended leadership team 	TM		Provide Induction on Appraisal for new TLR post holders		●		
	DM		Provide training on accountability and holding bold conversations for all TLR post holders		●		

2. The curriculum will be further developed to provide opportunities and experiences to meet the differing needs of all pupils in the context of national curriculum and accreditation changes.

Project Criteria For Success	Project Lead	Other Staff	Project/ Area of Work	Costs	Progress	Action Completed	Next Steps/Actions	
Curriculum will be further developed in specific subject areas	NT/SB	KS	PE (Sports Impact) to embed Primary and Secondary progress measures and assessment procedures	£5000	●			
	PRIMARY Audit the following schemes of work and their delivery and make revisions necessary:							
	AVD	Primary staff	RE/SMSC		●			
	JS	AG/KS AVD	Science		●			
	NoD	AVD	Humanities Scheme of work and it's delivery		●			
	SECONDARY Audit the following schemes of work and their delivery and make revisions necessary:							
	SS	KM	PSHCE/Citizenship		●			
	KS	Secondary SLT	KS3 cultural studies		●			
	MH/AG	KS	KS3 ICT/Media Develop ICT/Media assessment measures		●			
	KM	KS4 staff	ASDAN Diploma in Life skills in KS4		●			
Additional individualised programmes that increase pupil's ability to access the curriculum will be extended	TM	AVD/KM	Continue to track progress of AfA pupils and effectiveness of TA interventions; evaluate what makes TA interventions effective		●			
	TM	SK, KS	Introduce and monitor impact of sports skills and physical/sensory interventions		●			
	KS	DM	Provide staff training on barriers to learning and behaviour associated with Downs Syndrome		●			

3. Embed Thrive/SCERTS frameworks across the school in order to support more vulnerable pupils to learn, develop, achieve and thrive.

Project Criteria For Success	Project Lead	Other Staff	Project/ Area of Work	Costs	Progress	Action Completed	Next Steps/Actions
The effectiveness of a Thrive/SCERTS curriculum and framework for use in the classroom will be evaluated	SK	HR	Introduce Thrive class tracker in primary nurture group, and year 7 class		●		
	AVD	HR	Develop a nurture group curriculum in KS2 based on principles of thrive and explorative play	£1000	●		
Intervention rooms will be fully in use in order to prepare for the move to the new school	SK	SG MT ST	Set up THRIVE/SCERTS intervention rooms	£2000	●		

4. Work with parent stakeholders to enhance their support for pupil progress.

Project Criteria For Success	Project Lead	Other Staff	Project/ Area of Work	Costs	Progress	Action Completed	Next Steps/Actions
3.1 Parents Parents attending workshops are more engaged with staff about learning	AH	LPg, MC, JG, DD, MN	Provide workshops for parents in supporting reading		●		
	SM	SG ST JH	Deliver Cygnet ASD course		●		
3.2 Pupils Pupils have ownership of the school values	TM	AVD KM	Work with pupils to create a pupils' contract based on the school values		●		
3.3 Governors Governors are more able to challenge in detail the progress measures presented to them	DM	CoG	Provide training for Governors on how to challenge and critically evaluate	£250	●		
3.4 Staff Staff views are taken into account regarding transition and change management	DM	Admin staff	Complete teaching and TA staff survey and analysis	£1000	●		