

SCHOOL DEVELOPMENT PLAN SUMMARY AND TRACKING ACADEMIC YEAR 2017-18

In order to constantly set a culture of high standards and pupil outcomes, we regularly reflect on, and self-evaluate our practices and our outcomes. Robust evidence based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development and more detailed plans are held by each project lead and monitored in the school monitoring and evaluation procedures by the Head Teacher, School Business Manager and Senior Leadership Team. The Head Teacher reports termly to Governors on the progress made towards achieving our stated outcomes.

Our school planning is determined by a number of factors including:

1. The needs of the pupils;
2. Focused, evidence based, robust and effective School Self Evaluation;
3. Internal stakeholders' views (staff, parents/carers, governors and pupils);
4. External stakeholders' views (LA, Ofsted, commissioned consultancy);
5. The changing policy decisions in education and the Local Authority;
6. Budgetary and financial changes.

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 to ensure that:-

1. All pupils are challenged to make the highest levels of progress in learning in all lessons and robust and accurate assessment of pupil progress supports this.
2. Use of Pupil Premium and Sports Premium grants are planned and impact identified.
3. The curriculum is innovative, age appropriate and accessible for all our pupils, with clear curriculum subject leadership and accountability for curriculum development preparing for the school expansion.
4. The Leadership and the Admin and Support teams have the capacity to lead and manage the school as it expands. Develop Support and admin services to manage and prepare for the new build.
5. Develop leadership of the school so that it is creative and responsive and delivers clear outcomes.

In 2017-18 our improvement outcomes will be:

1. Pupil Outcomes:
Increase the engagement of parents in target setting.
2. Teaching, Learning, Assessment and Curriculum:
Further develop, monitor, embed and evaluate the new curriculum.
Revise assessment procedures to embed individual target setting.
Continue to invest in and develop the work based route into teaching to ensure quality teachers for the future.
3. Personal development, Behaviour and Welfare
Develop the electronic tracking of our individualised provision mapping over time.
Develop the interventions for intensive interaction.
Commission an external Safeguarding audit and act on any recommendations.
Develop leadership opportunities for KS4 pupils.
To achieve Recognition of Commitment to Rights Respecting Schools and then Level One of the Rights Respecting School Award.
To evaluate SMSC provision.
Maintain Healthy Schools Award.

4. Early years

Outside areas to be developed further to promote children's self-initiated learning and extend learning and social communication opportunities. This will include providing more storage that makes resources available for pupils to self-select and using creative ways to present these resources so that they facilitate meaningful and developmental play and learning.

Engage hard to reach parents in evidence collection by sending home cameras on a class rota basis and asking parents to send pictures into school for the learning journals.

5. Leadership and Management

Provide training for Middle and Subject leaders to clearly identify challenging learning opportunities and embed these in the classroom and curriculum.

Ensure a comprehensive transition plan is in place for the February 2018 move to the new building.

Outcomes for Pupils

Outcome 1.1 Increase the engagement of parents in target setting

Extend structured conversations to all parents across the school					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
TM	<ul style="list-style-type: none"> To organise structured conversations for all pupils/parents To evaluate the impact of the structured conversations with parent feedback sheet in Summer Term 		●		

Teaching & Learning, Assessment & Curriculum

Outcome 2.1 Further develop, monitor, embed and evaluate the new curriculum

Review the curriculum so that it meets statutory requirements, is broad and balanced and provides challenging and engaging learning opportunities					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KS	<ul style="list-style-type: none"> Establish curriculum area groups with key middle leaders identified. All middle leaders trained in expectations for curriculum leadership Provide guidance for a curriculum review Curriculum reviews carried out. Discuss findings and develop an action plan for each curriculum area. Curriculum managers to bid for funds from curriculum development budget. Review developments at key strategic points in the M+E calendar 	£ 8000	●	<p>Curriculum leads reviewed the curriculum and have individual action plans.</p> <p>The curriculum leads have amended the curriculum where necessary to ensure higher levels of challenge.</p> <p>Additional funding was provided and successful bids were completed.</p> <p>2x key strategic points achieved and feedback into the M+E cycle given.</p>	<p>Pupils are experiencing a more challenging curriculum in all subjects this is raising teacher expectations and directly affecting target setting and progress.</p> <p>With better resources the learning opportunities for all pupils are improving as well as level of challenge.</p>

Introduce Maths Mastery in the Primary department to impact on the level of challenge in the teaching and learning of Mathematics

Lead	Planned Action	Costs	Progress	Action Completed	Impact
AVD	<ul style="list-style-type: none"> • Maths Mastery (MM) training for DHT/MMSLs/trial teachers • Order and create resource packs for MM trial teachers • Adapt MM lesson plan format to meet needs of MKS children • MMSLs (AVD and JS) to deliver Maths Meeting workshop to teachers • Update and standardise Maths planning template to include Maths Meetings and Problem solving Friday • Monitor planning for Maths using new Maths template • MMSLs (AVD and JS) to deliver INSET to teachers and TAs focussing on Maths mastery key principles and problem solving (20 October 2017) • MMSLs to attend Maths Mastery Primary National Leadership Day (31 October 2017) • Create Maths resource packs for other 11 classes • Monitor implementation of training and impact on learning and challenge using learning walks w/b 13.11.2017 • First MM Collaborative Workshop (CW) for MM trial teachers and MMSLs (14 November 2017) • Monitor implementation of training (particularly problem-solving lessons and Maths Meetings) and impact on level of challenge with Hounslow Peer Review Team (16 November 2017) • Plan and facilitate MM Development Lead school visits (30 November 2017 and 28 March 2018) • Monitor impact of MM training through lesson observations and books scrutiny, with a focus on problem-solving that provides depth of understanding and challenge 	<p>Programme Registration £4623</p> <p>Resources for trial £870</p> <p>Basic resource pack for 11 classes £1080</p> <p>Resources for maths meetings £151</p>	<p>●</p>	<ul style="list-style-type: none"> • DHT/MMSLs/trial teachers have all attended Maths Mastery induction training • Maths Mastery resource packs ordered and created for trial teachers • Adapt MM lesson plan format to meet needs of MKS children • MMSLs (AVD and JS) to deliver Maths Meeting workshop to teachers • Update and standardise Maths planning template to include Maths Meetings and Problem solving Friday • MMSLs (AVD and JS) to deliver INSET to teachers and TAs focussing on Maths mastery key principles and problem solving (20 October 2017) • MMSLs to attend Maths Mastery Primary National Leadership Day (31 October 2017) • HS and KM attended first MM Collaborative Workshop (CW) for MM (14 November 2017) • AVD and JS met with MM Development lead during MM School Visit 1 and did paired lesson observations and learning walks • JS emailed all Primary teachers MM logins (11 December) 	

	<ul style="list-style-type: none"> • Create Maths folders for teachers with SOWs, Long term plan (coverage), Maths Meeting guidelines and Maths Mastery key principles • Update Maths marking guidelines • Add 'Steps for Depth' document, Maths Meetings guidelines, MM training PowerPoints to T-drive folder • Oversee Coaching of MM trial teachers 				
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Development of the Secondary Maths/ICT curriculum will impact on teaching and learning providing more challenge for pupils

Lead	Planned Action	Costs	Progress	Action Completed	Impact
AG	<ul style="list-style-type: none"> • Create medium term plan for KS3 with detailed expectations of what content should be delivered for each unit, including additional guidance on delivery to maintain consistency throughout Secondary. • Training for KS3 and KS4 staff to support staff general subject knowledge of Maths, as well as implementing the unified method of writing workings for Maths operators. • Monitoring of teaching in secondary, focusing on a greater use of challenging questioning for pupils both verbally and in written examples. This will be monitored through learning walks, book scrutiny, and planning scrutiny. 		●	<ul style="list-style-type: none"> • Rewriting the long term plan for KS3 Maths to include a greater degree of topics with a greater emphasis on progression through challenge. 	

Development of the English curriculum and RWI will support the teachers to deliver more challenging outcomes in lessons

Lead	Planned Action	Costs	Progress	Action Completed	Impact
AH	<ul style="list-style-type: none"> • Develop new 3-year cycle SOW for English Nurture and Highly Structured groups. • Monitor teaching and planning to ensure challenge and differentiation are appropriate. 		●	<ul style="list-style-type: none"> • Detailed, text-based SOW with adaptable daily planning written for Autumn Term • Spring Term planning written and shared with staff. 	
LP	<ul style="list-style-type: none"> • Embed talk for writing in Literacy across the Primary department. • Monitor planning and delivery of talk for writing. • Monitor planning and delivery of RWI and guided reading across the Primary 	RWI central training: £780 +VAT Talk for writing training: £150	●	<ul style="list-style-type: none"> • Guided reading guidance shared with Primary teachers. • RWI resources audited and redistributed to support teaching. 	

	<p>Department Send class teachers on training at the Harbour centre to observe adaptations made to support SEN pupils.</p> <ul style="list-style-type: none"> • Create working team to discuss progress in implementation of talk for writing within literacy lessons. • Monitor reading record books and literacy planning for the delivery of guided reading. • Learning walks to monitor deliver of RWI and guided reading. • Identify central RWI training for new teachers to attend (CL/SF/DR) • November 13-14th) 			<ul style="list-style-type: none"> • Talk for writing classes identified and The Harbour Centre contacted regarding training. 	
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Development of the Science curriculum will support the teachers to deliver more challenging outcomes in lessons

Lead	Planned Action	Costs	Progress	Action Completed	Impact
KS/JS/AG	<p>Primary</p> <ul style="list-style-type: none"> • Continue primary MTP development • Introduce science pupil progress books & assessment procedures • Monitor teaching and target setting through learning walks, book scrutiny, planning scrutiny and pupil progress books • Evaluate primary progress data • Write termly pupil progress report for the DHT <p>Monitoring of teaching to ensure appropriate challenge within lessons and in books, this is will be done through learning walks, book scrutiny, and planning scrutiny.</p> <p>Secondary</p> <ul style="list-style-type: none"> • Create medium term plan for KS3 with detailed expectations of what content should be delivered for each unit, including additional guidance on delivery to maintain consistency throughout Secondary. • Monitoring of teaching to ensure appropriate challenge within lessons and in books, this is will be done through learning walks, book scrutiny, and planning scrutiny. 		<p>●</p>	<p>On-going On-going Completed- Completed for primary :1 learning walk 1 x planning scrutiny Autumn 2 Complete book scrutiny Spring 1 Assessment system established and first batch of assessment data being collated Advice given to staff</p> <p>Advice given to staff Created medium term plan for KS3 with detailed expectations of what content should be delivered for each unit, including additional guidance on delivery to maintain consistency throughout Secondary</p> <p>KS3 and KS4 learning walks have been completed for science.</p>	

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Development of the Life Skills curriculum in the Secondary department will support the teachers to deliver more challenging outcomes in lessons					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> A range of ASDAN accredited courses are introduced in KS3 and KS4, including: Life skills Challenge, Personal Progress and Personal and Social Development and all staff are trained ASDAN curriculum map is created for each class, in collaboration with teachers All pupils are registered for the appropriate accreditation with ASDAN and students' books and certificates are purchased (where appropriate) Consistency of teaching and quality of outcomes is ensured via moderation meetings at the end of each term 	<ul style="list-style-type: none"> - Training session to all teachers delivering ASDAN in KS3 and KS4 - approx. £1200 	●	<ul style="list-style-type: none"> Training session for all teachers took place on 12/9, new ASDAN courses introduced and staff were trained in using the Schemes of Work to plan and teach lessons; All are registered for appropriate courses, students' registrations and books have been purchased; Learning walks and planning scrutiny have taken place and feedback was given to ensure consistent approach throughout; 	

Development of the Humanities curriculum in the Primary department will support the teachers to deliver more challenging outcomes in lessons					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
NOD	<ul style="list-style-type: none"> Create new MTP units for KS1 and 2 (new curriculum) with detailed expectations of what content should be delivered for each unit, including additional guidance on delivery. Equals curriculum to be implemented in KS1 and all ASD classes. Marking policy to be adhered to robustly. Evidence- A humanities evidence book to be created. NOD to monitor planning folders, plan learning walks and planning scrutiny every term NOD to order, store and inform teachers of available resources. 		●	<ul style="list-style-type: none"> MTP units written and delivered to staff for each term. Resources ordered for each MTP unit. Learning walks, planning and book scrutiny have taken place and feedback given with clear expectations of next steps. 	
Development of challenge in the teaching and learning of the core subjects of English, Maths and Science in the Secondary ASD provision					
Lead	Project/ Area of Work	Costs	Progress	Action Completed	Impact
KP/ MW	<ul style="list-style-type: none"> Audit the quality of teaching and learning core subjects in ASD provision. Carry out developmental observations and book scrutiny Anthony/Amy/Kevin 	£0	●	<ul style="list-style-type: none"> ASD dept action plan established with clear expectations. Guidance provided on ASDAN and proportion of time spent on life skills. Autumn term plan completed. 	Students are being challenged academically and developmentally in the lessons in 2/3 teachers lessons. 1x ASD teacher has decided to move on.

	<ul style="list-style-type: none"> • Give individual constructive feedback to individual teachers, collect feedback from teachers to inform the improvement plan of action • Using the results from the audit create a plan of action – Spring 1 (support plan to be written for OH) • Implement the plan • Measure the impact – learning walks – Spring 2 • Expected impact – students will be challenged academically and developmentally in the lessons, teachers will be able to present the challenges/targets in the lessons, leaders will be able to present to OFSTED that students are challenged at school. 			<ul style="list-style-type: none"> • Learning walks, planning and book scrutiny have taken place and feedback given with clear expectations of next steps. 	
KS/KP	Review of ASD curriculum provision and guidance on appropriate curriculum to use		●	<ul style="list-style-type: none"> • ASD dept action plan established with clear expectations. • Guidance provided on ASDAN and proportion of time spent on life skills. • Frequency and quality of educational visits reviewed. • Consultant employed to evaluate provision in ASD and quality of teaching and learning. Consultant has worked with the department providing bespoke feedback and guidance on teaching and learning. 	Department have changed the curriculum for core subjects and are improving outcomes for these subjects.

To improve the teaching and learning of PHSCE					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KG	<ul style="list-style-type: none"> To undertake an audit of the PHSE Curriculum and resources in Primary Upload on T Drive two yearly topic cycle created for Lower Primary and Upper primary EQUALS Sow /units to be upload on T drive and used for planning and adapted based on the needs of pupils. KG to monitor planning folders, plan learning walks and planning scrutiny every term KG to order, store and inform teachers of available resources. 		●		
SS	<ul style="list-style-type: none"> To develop a new system for recording work in PSHE and Citizenship, which is consistent throughout secondary and to inform the teachers of the system. To monitor through learning walks that the new scheme of work is being taught throughout secondary. Work scrutiny to ensure that the teachers are recording and assessing the work using the new system. To purchase more resources for the teachers to use when teaching PSHE and Citizenship. To develop theme days/weeks based on PSHE and Citizenship topics eg multi-cultural week and rights week. 		●	<ul style="list-style-type: none"> Learning walk and planning scrutiny completed to ensure that the teachers are following the new PSHE/Citizenship curriculum. Co-ordinated anti-bullying week and arranged for workshop on anti-bullying for the secondary department. 	New curriculum is being followed and therefore the school is compliant with current legislation. Raised awareness of bullying for pupils and awareness of strategies they can use to counter bullying.

Outcome 2.2 Revise assessment procedures to embed individual target setting					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
TM	Revise assessment procedures to include: <ul style="list-style-type: none"> Pupil Progress Review Meetings track pupils progress to targets termly Pupil Assessment Profiles completed termly and SIMS marksheet updated Moderated work is used to show completion of targets in Pupil Progress books 	PAP revisions £1,500	●	<ul style="list-style-type: none"> Individual target setting for pupils Assessment week in September with Target Setting meetings. Revision of Pupil Assessment Profiles linked to B Squared Individual Pupil Portraits to include targets set in 4 EHCP areas 	
KP AVD AH	<ul style="list-style-type: none"> AHTS and Middle Leaders moderate and challenge targets in PPRMs 		●	<ul style="list-style-type: none"> All Secondary PPRM have taken place and data has been passed onto the AHT; 	

AH AVD	<ul style="list-style-type: none"> Arrange internal and external moderation meetings for Maths and English 		●		
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Outcome 2.3 Continue to invest in and develop the work based route into teaching to ensure quality teachers for the future					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KS	<ul style="list-style-type: none"> To develop a small cohort of 5 TAs to gain experience covering teacher's PPA 		●	<ul style="list-style-type: none"> Training routes have been published Applications for training have been made by TAs TAs are placed with Middle leaders and outstanding teachers as role models and mentors Performance of TAs monitored. Lead has attended relevant briefings and has decided to trial the TES institute straight to teaching route. 	<p>1 x TA appropriate and keen to progress onto route</p> <p>1x TA has decided this is not the route for her.</p> <p>1x still keen and needs to develop further her experience.</p> <p>2 x TAs are demonstrating that they are not ready to progress to the next stage of teacher training</p>

Outcome 3.1 Develop the electronic tracking of our individualized provision mapping over time.					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
AH	<ul style="list-style-type: none"> To set up a cohesive provision map that tracks the impact of interventions on disadvantaged pupils 		●	Provision map online demo at SLT meeting in Dec 2017	

Outcome 3.2 Develop the interventions for intensive interaction					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
JK	<ul style="list-style-type: none"> Induction for new teachers and TAs (II) Teachers to identify pupils in their class for intensive interaction Intensive Interaction recap training for identified TAs Class teams to collect evidence that shows progress (videos, pictures) Monitor through observations, learning walks, checking evidence Report on evidence of effectiveness and impact of interventions 		●		

Outcome 3.3 Commission an external Safeguarding audit and act on any recommendations					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
AH	<ul style="list-style-type: none"> External Audit to be completed Act on recommendations and report to Governors Safeguarding Committee 	£1,140	●	<ul style="list-style-type: none"> Audit booked for October 2017 Audit completed and report received with recommendations Safeguarding policy updated 	

Outcome 3.4 Develop leadership opportunities for KS4 pupils					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> To develop an ambassadors programme that encourages pupils to apply for leadership roles created in school 		●	<ul style="list-style-type: none"> A sample Job Description has been created; 	

	<ul style="list-style-type: none"> To create job descriptions for the different ambassadors To create an application form for the students to apply for the jobs To hold interviews and appoint the ambassadors 				
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Outcome 3.5 To achieve Recognition of Commitment for Rights Respecting Schools and then Level One of the Rights Respecting School Award					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
SS	<ul style="list-style-type: none"> To achieve Recognition of Commitment for Rights Respecting Schools. Staff in Primary and secondary will receive training about UNICEF and the UN Rights of the Child and how the rights can be incorporated in school. Each class will have a rights charter in their classroom. Teachers will be giving lessons on rights in Citizenship and talking about the UN rights when teaching other lessons. Displays and assemblies will be organised in primary and secondary on the UN Rights of the Child. 		●	<ul style="list-style-type: none"> Recognition of Commitment for Rights Respecting Schools (Bronze Award) was awarded on September 2017. November 2017 all primary and secondary teaching staff were given training on the RRSA and how to implement it in class. November 2017 a presentation was given to the governors on RRSA. Display on rights are up in the primary and secondary departments and in some classes. 	<p>Teachers have a good understanding of the RRSA and how to implement the rights of the child into their lessons.</p> <p>Pupils are becoming aware of their rights and some pupils are able to talk about what their rights are and how they can achieve them.</p>

Outcome 3.6 To evaluate SMSC provision					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> Conduct SMSC learning walks. Deliver SMSC oriented assemblies. Use the Grid to identify areas of strength and areas for improvement in terms of coverage of SMSC across the whole school, in all subjects. Plan and deliver SMSC themed day/week across the whole school. Conduct SMSC surveys amongst pupils, staff and parents. Include SMSC opportunities in the new Citizenship curriculum. 		●	<ul style="list-style-type: none"> SMSC opportunities have been included in the new Citizenship and Cultural Studies curriculum; Assemblies have been delivered on a variety of themes covering different SMSC criteria, e.g. Anti-Bullying presentation assembly where all classes presented an outcome they had worked on for a week during the Anti-Bullying Week; 	

Outcome 3.7 The Healthy Schools London status is maintained

Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> • To schedule meetings with staff responsible for different areas in the Review Tool • To create an Action Plan based on the Review Tool • To complete and submit the Healthy Schools London (HSL) Review Tool (Bronze Award) 		●		

Early Years Provision

Outcome 4.1 Curriculum Development					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
MC	<ul style="list-style-type: none"> Outside area to be developed to further promote the children's independent learning. 		●	<ul style="list-style-type: none"> Stock take has been completed of the outside resources. Outside resources have been carefully organised into child accessible and adult accessible storage. The child accessible resources are rotated on a regular basis. A staff guidance on how to engage in the outside area is in the process of being drawn up. A wet play – outside resource box is in the process of being planned. This will be stocked with water resources and suitable activities for the children to engage with in the wet weather while working outside. An activity guide is also being drawn up (and will be displayed alongside the outside planning) to support staff when working outside. 	<ul style="list-style-type: none"> The children have the opportunity to access their own resources, take a lead in their play and take ownership over their own learning. The children are working towards achieving this.

Outcome 4.2 Parental Engagement					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
MC	<ul style="list-style-type: none"> Continue to engage hard to reach parents/carers. 		●	<ul style="list-style-type: none"> New home observation format has been developed. A school camera goes home with a different child each weekend. Parents return the camera and observation form on a Monday. Staff print pictures and put in the journal. Parental phone call/ conversation observations have been introduced. Staff are recording key moments that the parents/carers share during conversations. 	<ul style="list-style-type: none"> Parental contributions have been improving in number. Parents are more engaged in their children's learning. A range of evidence is being collected to provide a holistic view of the children's learning and development. Parent/carer observations are increasing in the journals. Children are given the opportunity to share their home learning with their peers.

Leadership & Management

Outcome 5.1 The extended leadership team is able to motivate and inspire teachers to provide outstanding learning outcomes for the pupils in all subjects					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
TM/SLT	Training of Middle Leaders to run Annual Reviews		●		
TM	Coaching on teamwork for SLT and Middle Leaders		●		
KS	Develop middle leaders to be able to take responsibility for curriculum areas.		●		
KS	Train middle leaders to be able to take an active role in monitoring and evaluation of their curriculum area so that all pupils experience outstanding teaching.		●		
KS	Provide opportunities for middle leaders to attain 'effective observation' status to provide quality feedback on learning outcomes for the pupils.		●		
KS	Provide opportunities for one member of staff to gain NPQML.		●		