

## 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"> <li>To organise structured conversations for all pupils/parents</li> <li>To evaluate the impact of the structured conversations with parent feedback sheet in Summer Term</li> </ul>		●		

## 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"> <li>Establish curriculum area groups with key middle leaders identified.</li> <li>All middle leaders trained in expectations for curriculum leadership</li> <li>Provide guidance for a curriculum review</li> <li>Curriculum reviews carried out.</li> <li>Discuss findings and develop an action plan for each curriculum area.</li> <li>Curriculum managers to bid for funds from curriculum development budget.</li> <li>Review developments at key strategic points in the M+E calendar</li> </ul>	£ 8000	●		

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"> <li>• Maths Mastery (MM) training for DHT/MMSLs/trial teachers</li> <li>• Order and create resource packs for MM trial teachers</li> <li>• Adapt MM lesson plan format to meet needs of MKS children</li> <li>• MMSLs (AVD and JS) to deliver Maths Meeting workshop to teachers</li> <li>• Update and standardise Maths planning template to include Maths Meetings and Problem solving Friday</li> <li>• Monitor planning for Maths using new Maths template</li> <li>• MMSLs (AVD and JS) to deliver INSET to teachers and TAs focussing on Maths mastery key principles and problem solving (20 October 2017)</li> <li>• MMSLs to attend Maths Mastery Primary National Leadership Day (31 October 2017)</li> <li>• Create Maths resource packs for other 11 classes</li> <li>• Monitor implementation of training and impact on learning and challenge using learning walks w/b 13.11.2017</li> <li>• First MM Collaborative Workshop (CW) for MM trial teachers and MMSLs (14 November 2017)</li> <li>• 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)</li> <li>• Plan and facilitate MM Development Lead school visits (30 November 2017 and 1 March 2018)</li> <li>• Monitor impact of MM training through lesson observations and books scrutiny, with a focus on problem-solving that provides depth of understanding and challenge</li> </ul>	<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 style="text-align: center;">●</p>	<ul style="list-style-type: none"> <li>• DHT/MMSLs/trial teachers have all attended Maths Mastery induction training</li> <li>• Maths Mastery resource packs ordered and created for trial teachers</li> <li>• Adapt MM lesson plan format to meet needs of MKS children</li> <li>• MMSLs (AVD and JS) to deliver Maths Meeting workshop to teachers</li> <li>• Update and standardise Maths planning template to include Maths Meetings and Problem solving Friday</li> <li>• MMSLs (AVD and JS) to deliver INSET to teachers and TAs focussing on Maths mastery key principles and problem solving (20 October 2017)</li> <li>• MMSLs to attend Maths Mastery Primary National Leadership Day (31 October 2017)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Create Maths folders for teachers with SOWs, Long term plan (coverage), Maths Meeting guidelines and Maths Mastery key principles</li> <li>• Update Maths marking guidelines</li> <li>• Add 'Steps for Depth' document, Maths Meetings guidelines, MM training PowerPoints to T-drive folder</li> <li>• Oversee Coaching of MM trial teachers</li> </ul>				
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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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		●	<ul style="list-style-type: none"> <li>• Rewriting the long term plan for KS3 Maths to include a greater degree of topics with a greater emphasis on progression through challenge.</li> </ul>	

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

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

Lead	Planned Action	Costs	Progress	Action Completed	Impact
KS/JS/AG	<ul style="list-style-type: none"> <li>• 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.</li> <li>• JS – Continue primary MTP development</li> <li>• JS - Introduce science pupil progress books &amp; assessment procedures</li> <li>• JS - Monitor teaching and target setting through learning walks, book scrutiny, planning scrutiny and pupil progress books</li> <li>• JS – Evaluate primary progress data</li> <li>• Write termly pupil progress report for the DHT</li> </ul>		●	<ul style="list-style-type: none"> <li>• 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</li> </ul>	

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"> <li>• 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</li> <li>• ASDAN curriculum map is created for each class, in collaboration with teachers</li> <li>• All pupils are registered for the appropriate accreditation with ASDAN and students' books and certificates are purchased (where appropriate)</li> <li>• Consistency of teaching and quality of outcomes is ensured via moderation meetings at the end of each term</li> </ul>	<p>- Training session to all teachers delivering ASDAN in KS3 and KS4</p> <p>- approx. £1200</p>	●	<ul style="list-style-type: none"> <li>• 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;</li> <li>• All are registered for appropriate courses, students' registrations and books have been purchased;</li> </ul>	

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"> <li>• 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.</li> <li>• Equals curriculum to be implemented in KS1 and all ASD classes.</li> <li>• Marking policy to be adhered to robustly.</li> <li>• Evidence- A humanities evidence book to be created.</li> <li>• NOD to monitor planning folders, plan learning walks and planning scrutiny every term</li> <li>• NOD to order, store and inform teachers of available resources.</li> </ul>		●		
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	Next Steps/Actions
MW	<ul style="list-style-type: none"> <li>• Audit the quality of teaching and learning core subjects in ASD provision. Carry out developmental observations and book scrutiny Anthony/Amy/Kevin</li> <li>• Give individual constructive feedback to individual teachers, collect feedback from teachers to inform the improvement plan of action</li> <li>• Using the results from the audit create a plan of action – Spring 1 (support plan to be written for OH)</li> <li>• Implement the plan</li> <li>• Measure the impact – learning walks – Spring 2</li> <li>• 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.</li> </ul>	£0	■		
KS/KP	Review of ASD curriculum provision and guidance on appropriate curriculum to use		●		

To improve the teaching and learning of PHSCE					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KG	<ul style="list-style-type: none"> <li>To undertake an audit of the PHSE Curriculum and resources in Primary</li> <li>Upload on T Drive two yearly topic cycle created for Lower Primary and Upper primary</li> <li>EQUALS Sow /units to be upload on T drive and used for planning and adapted based on the needs of pupils.</li> <li>KG to monitor planning folders, plan learning walks and planning scrutiny every term</li> <li>KG to order, store and inform teachers of available resources.</li> </ul>		●		
SS	<ul style="list-style-type: none"> <li>PSHE and Citizenship will be evaluated through monitoring planning folders, and learning walks</li> <li>To explore a new system for recording the PSHE / Citizenship work/activities based on Earwig or Create Wheel.</li> <li>To purchase more resources for the teachers to use when teaching PSHE and Citizenship.</li> <li>To develop theme days/weeks based on PSHE and Citizenship topics eg anti-bullying week.</li> </ul>		●		

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"> <li>Pupil Progress Review Meetings track pupils progress to targets termly</li> <li>Pupil Assessment Profiles completed termly and SIMS marksheet updated</li> <li>Moderated work is used to show completion of targets in Pupil Progress books</li> </ul>	PAP revisions £1,500	●	<ul style="list-style-type: none"> <li>Individual target setting for pupils</li> <li>Assessment week in September with Target Setting meetings.</li> <li>Revision of Pupil Assessment Profiles linked to B Squared</li> <li>Individual Pupil Portraits to include targets set in 4 EHCP areas</li> </ul>	
KP AVD AH	<ul style="list-style-type: none"> <li>AHTS and Middle Leaders moderate and challenge targets in PPRMs</li> </ul>		●		
AH AVD	<ul style="list-style-type: none"> <li>Arrange internal and external moderation meetings for Maths and English</li> </ul>		●		



**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"> <li>To develop a small cohort of 5 TAs to gain experience covering teacher's PPA</li> </ul>		●	<ul style="list-style-type: none"> <li>Training routes have been published</li> <li>Applications for training have been made by TAs</li> <li>TAs are placed with Middle leaders and outstanding teachers as role models and mentors</li> </ul>	

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"> <li>To set up a cohesive provision map that tracks the impact of interventions on disadvantaged pupils</li> </ul>		●		

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

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"> <li>External Audit to be completed</li> <li>Act on recommendations and report to Governors Safeguarding Committee</li> </ul>	£1,140	●	<ul style="list-style-type: none"> <li>Audit booked for October 2017</li> </ul>	

Outcome 3.4 Develop leadership opportunities for KS4 pupils					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> <li>To develop an ambassadors programme that encourages pupils to apply for leadership roles created in school</li> <li>To create job descriptions for the different ambassadors</li> </ul>		●		

	<ul style="list-style-type: none"> <li>To create an application form for the students to apply for the jobs</li> <li>To hold interviews and appoint the ambassadors</li> </ul>				
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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"> <li>To achieve Recognition of Commitment for Rights Respecting Schools.</li> <li>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.</li> <li>Each class will have a rights charter in their classroom.</li> <li>Teachers will be giving lessons on rights in Citizenship and talking about the UN rights when teaching other lessons.</li> <li>Displays and assemblies will be organised in primary and secondary on the UN Rights of the Child.</li> </ul>		●		

Outcome 3.6 To evaluate SMSC provision					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
KP	<ul style="list-style-type: none"> <li>Conduct SMSC learning walks.</li> <li>Deliver SMSC oriented assemblies.</li> <li>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.</li> <li>Plan and deliver SMSC themed day/week across the whole school.</li> <li>Conduct SMSC surveys amongst pupils, staff and parents.</li> <li>Include SMSC opportunities in the new Citizenship curriculum.</li> </ul>		●		

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"> <li>• To schedule meetings with staff responsible for different areas in the Review Tool</li> <li>• To create an Action Plan based on the Review Tool</li> <li>• To complete and submit the Healthy Schools London (HSL) Review Tool (Bronze Award)</li> </ul>		●		
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## Early Years Provision

Outcome 4.1 Curriculum Development					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
MC	<ul style="list-style-type: none"> <li>Outside area to be developed to further promote the children's independent learning.</li> </ul>		●		

Outcome 4.2 Parental Engagement					
Lead	Planned Action	Costs	Progress	Action Completed	Impact
MC	<ul style="list-style-type: none"> <li>Continue to engage hard to reach parents/carers.</li> </ul>		●		

## 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.		●		