

School Development Plan

The Meadows School

Development Cycle 2019 - 2020

Ofsted Key priorities

	Link to SDP Priority	Milestones		
		2018/19	2019/20	2020/21
<p>1. Introduce an assessment system, which allows teachers to record clear evidence of progress against pupils' personalised small steps of learning in their re-written Education, Health and Care Plans, reflecting the whole breadth of the curriculum in the school.</p>	<p>1.3 1.4 1.5</p>	<p>During 18-19, we made the decision to re-design the curriculum around the 5 domains of Sandwell's EHCP. Following the guidance within The Rochford Review and messages coming from the consultations around the new Framework For Inspection, we purposefully chose to lead with the curriculum and allow assessment to follow. After visiting different schools and investigating different options, we made the decision to use 'Evidence for Learning' (EFL) and 'Mapping and Assessing Personal Progress' (MAPP) to assess students' performance against their EHCP outcomes. During last academic year, we worked hard to launch this new approach to assessment. By</p>		

		<p>the beginning of 19/20, every student has a set of 'Personal Learning Goals' (based on their short-term EHCP outcomes) within EFL. These goals have been baselined using MAPP and 'Expected Outcomes'</p>		
<p>2. Measure the impact of additional government funding on pupils' outcomes.</p>	<p>2.5 4.2</p>	<p>For 18/19, the school produced a costed Pupil Premium Strategy, published on our web site. We identified a range of provision that guaranteed a breadth of skills and experiences to promote the school's primary goal: to ensure our students are ready for adulthood and life after The Meadows. At the beginning of the year, staff were informed who their Pupil Premium students were. Their progress and the impact of the funding was reviewed termly during Progress Meetings held with SLT and class teachers. This information was reported to Governors termly, within the Curriculum and Standards sub-committee. The attainment of pupils in receipt of Pupil Premium funding is at rates exceeding national expectation, based</p>		

		<p>on National Progression Guidance. Pupil Premium students achieve at rates at least in line with their non-disadvantaged peers in English. Attainment in Maths is slightly lower than non-disadvantaged peers.</p>																		
<p>3. Develop creative strategies to reduce pupil absence and especially that of disadvantaged pupils, so that the schools attendance rate rises towards the national average.</p>	<p>3.3 4.3</p>	<p>Attendance has improved in the school.</p> <table border="1" data-bbox="913 533 1326 817"> <thead> <tr> <th>Year</th> <th>%Att</th> <th>%Auth</th> <th>%Unauth</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>89.18</td> <td>9.25</td> <td>1.57</td> </tr> <tr> <td>2017-18</td> <td>87.72</td> <td>10.26</td> <td>2.02</td> </tr> <tr> <td>2016-17</td> <td>90.08</td> <td>9.01</td> <td>0.91</td> </tr> </tbody> </table> <p>Leaders tackle poor attendance but recognise that some learners experience periods of extremely poor health and are too ill to attend school for long periods of time. For these learners, robust case-study evidence is compiled to evidence and monitor the work that leaders and pastoral staff implement to support these learners and their families.</p>	Year	%Att	%Auth	%Unauth	2018-19	89.18	9.25	1.57	2017-18	87.72	10.26	2.02	2016-17	90.08	9.01	0.91		
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		<p>Leaders also monitor and track attendance data for groups of learners excluding those known to be persistently absent through medical and health difficulties. This gives a truer picture of the efforts to promote good attendance among the school community and tackle the sporadic poor attendance that can arise.</p> <p>A team of pastoral assistants monitor attendance in the first instance and make calls to engage with families around reasons for non-attendance. Evidence is sought for medical appointments and where learners are struggling to attend, engagement with families is paramount.</p> <p>Good and improving attendance is celebrated through certificates, termly celebration assemblies with families, and through an annual reward trip.</p>		
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PRIORITY 1: Improving the Quality Of Education

Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review		
<p>1.1 To continue to develop medium term planning and embed across all areas of the school curriculum</p>	<ul style="list-style-type: none"> - Clearly defined provision across all Key Stages and Pathways - Appropriate challenge for all learners, including the most able - Relevance of provision evidenced through moderation - Impact on quality of education is evidenced through teaching and learning and monitoring processes 	<p>AHT – H Rose Bubble Leaders, Bubble teams, class teams.</p>	<p>Meeting Time: 6 x Bubble Leader Meeting</p> <p>12 x Bubble Planning Time</p>	<p>Staff: Consistency Confidence in the school curriculum offer</p> <p>Students: A broad, balanced, relevant and personalised curriculum, developed across three Key Stages and three pathways that accommodates and supports the needs of all students.</p>			
<p>1.2 To develop and embed a Total Communication Approach through the skills and knowledge of teachers and other staff in AAC models.</p>	<ul style="list-style-type: none"> - Every student will have a relevant communication target - Progress will be clearly evident through assessment - SALT evaluation - Every student will have a mode of communication - Evidence through monitoring cycle 	<p>AHT – G Spencer SALT, Bubble lead, Class teachers</p>	<p>2 day PECS Training for 5 ASC Class teachers (Pyramid Education Consultants)</p> <p>Whole school general awareness training x 2</p> <p>Bespoke packages from</p>	<p>Staff: Professional development opportunities. Improved ability to meet the individual targets of students.</p> <p>Students: Life chances will improve. Positive impact on independence and behaviour.</p>			

			<p>individual SaLTs to specific classes</p> <p>1 x General communication session with regard to completion of the student matrix.</p> <p>Communication Learning Walks</p> <p>Grid. PODD.</p> <p>Makaton – one twilight refresher and then embedment through matrix.</p>				
<p>1.3 To ensure we have a robust and purposeful assessment procedure in place, for all cohorts of learners.</p>	<ul style="list-style-type: none"> - Clear procedures shared and established - Underachievement is identified quickly - Tracking against personalised targets - Intervention processes are well established – evidenced through staff evaluation 	<p>AHT – G Spencer</p>	<p>Termly whole school assessment update (x3 towards end of each term)</p> <p>Time for Pupil Progress Meetings (termly 0.5 hours per class)</p>	<p>Staff: Clear focus of what students need achieve and how to do this.</p> <p>Students: Tailored provision to meet their needs and move forward with clear goals.</p>			

	<ul style="list-style-type: none"> - Evidence through monitoring cycle - To fully implement MAPP and Evidence for Learning and use assessment to inform planning and demonstrate high rates of holistic pupil progress through the EHCP review process. 		<p>Trouble-shooting/support sessions (x3)</p> <p>Moderation (x3)</p>				
<p>1.4 To develop students' application of number skills and mathematics and their application to real-world concepts</p>	<ul style="list-style-type: none"> - Identify where this is found in the curriculum - Targets are identified as a priority - Pedagogical research into effective teaching of skills - Sharing of good practise within school - Apply real world Math's in the community - Implement "Moments for mathematical thinking" 	<p>BUBBLE LEADER: S Harris</p> <p>My Cognition</p>	<p>Time to review EQUALS curriculum materials</p> <p>Mathematics for Children with Severe and PMLD £299</p> <p>Les Staves – A Very Special Maths £500 plus expenses.</p>	<p>Students make progress in application of number in line with rates of progress in other areas of mathematics.</p>			
<p>1.5 To develop ASC specific provision through</p>	<ul style="list-style-type: none"> - Specific environments for sensory learning 	<p>DHT – S Adams HT – R Virk</p>	<p>Good Autism Practice – one</p>	<p>Staff team trained and confident in</p>			

<p>integrated therapeutic approaches, staff training and extended physical and sensory provisions.</p>	<p>and regulation are provided</p> <ul style="list-style-type: none"> - Reduced incidences of serious classroom disruption and RPI - Audit of sensory environment in all classrooms ensuring environments are appropriate for students. - Staff training in autism practices take place - Implementation of pre-assessment / screening tools for sensory profiles - Embedment of supportive ASC teaching strategies in identified groups. - Appointment of a staff 'champion' for Occupational Therapy. - Signage around school to meet the 		<p>day – all ASC Classes</p> <p>Standard Autism Training – x3</p> <p>Social stories – extended twilight.</p> <p>SCERTS – 2 hours – ASC Classes £200</p> <p>Intensive Interaction – needs basis with individual classes.</p> <p>Lego Therapy Training for x1 HLTA</p> <p>Attention Autism Programme – external training for KH class group.</p>	<p>teaching students with complex ASC.</p> <p>Increased staff awareness of sensory profiles of students. Students will be better regulated and incidents of distressed behaviour are reduced.</p> <p>Better sensory regulation leading to reduction in overall incidents of seriously disruptive behaviour and use of physical intervention.</p>			
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	<p>visual needs of students with ASC.</p> <ul style="list-style-type: none">- Implementation of Solution-Focused student support meetings / consultations.						
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Priority 2: Behaviour and Attitudes							
Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review		
2.1 Consistent behavioural approaches used throughout the school	<ul style="list-style-type: none"> - Evidenced through a reduction in negative behaviours. - All staff receive appropriate training to increase their understanding of behaviour management - Weekly review of sleuth data to support staff and identify areas of concern - Termly Governors reports demonstrate impact of behavior team through action plan monitoring 	DHT – S Adams	MAPA Training for new staff Solution focused thinking Solution Circles SLEUTH training in recording and reporting.	Staff: Confident staff who feel empowered to support students. Reduction in working days lost due to accident/injury resulting from pupil behaviour. Students: Content and happy students who feel secure, evidenced through reductions in number and severity of incidents			
2.2 To continue to work with students and families to improve	<ul style="list-style-type: none"> - Robust monitoring procedures and clear framework 	DHT – S Adams		Staff: Actively engage with the school attendance drive.			

<p>attendance and implement strategies to improve attendance for identified pupils</p>	<p>for support and intervention</p> <ul style="list-style-type: none"> - Whole-School attendance above 90% (92% without long-term medical absence) - An embedded celebrations programme - Attendance data analysed termly. - Local and national comparisons - Personalised interventions for students causing concern. 			<p>Students: Improved outcomes for all students due to improved attendance and less learning time lost.</p>			
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Priority 3: Personal Development						
Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review	
3.1 To continue to develop the statutory requirements for RSE in readiness for 2020/21.	<ul style="list-style-type: none"> - RSE curriculum map across three key stages and pathways - Staff training - Parent consultation - Staff consultation - Create MTPs for RSE curriculum across three key stages and pathways - Update RSE policy - Information on website 	BUBBLE LEADER – J Turner	Time for training staff JT and HR to attend RSE training 14.11.19 – policy and guidance (Brook) JT and HR to attend RSE training 18.12.19 – puberty (Brook) JT and HR to deliver staff CPD	Statutory responsibilities in provision of RSE are met. Students learn about relationships and sex education in a coherently sequenced curriculum that allows students to deepen their knowledge and skills.		
3.2 Lunchtime provision effectively develops student individual targets	<ul style="list-style-type: none"> - Wellbeing questionnaire and evaluation - A clear plan for each class group - A structured, well co-ordinated lunchtime routine - Specific focus on independence skills during dinnertime - Engaging activities that promote social interaction during lunchtimes 	BUBBLE LEADER – J Turner	Staff training in play – provided by JT	Staff: Maximise learning opportunities. Effectively use lunchtime to meet the needs of students. Students: A pleasurable experience. Improved social and independence skills.		
3.3 To develop a strategic approach to CPD that addresses the areas of the SDP	<ul style="list-style-type: none"> - Statutory CPD requirements met - CPD opportunities identified during PM 	SOM – N Hinton KSL, SLT Cost Centre:009 £31,000		Staff: Relevant skills to meet the needs of the students. Students:		

	<p>reviews are shared with SOM</p> <ul style="list-style-type: none">- CPD activities focus on raising student achievement and outcome			<p>Have their needs met by skilled practitioners.</p>			
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Priority 4: Effectiveness of Leadership

Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review		
<p>4.1 Measure the impact of additional government funding on pupils' outcomes.</p>	<ul style="list-style-type: none"> - Pupil Premium, Sports Premium and Year 7 Catch-up plans are published on school website. - Plans reviewed termly and progress/action points shared with Governors and SLT. - During termly Progress meetings, the impact of provision will be monitored and adjusted if necessary. - Pupil premium and Year 7 students achieve comparable outcomes. 	<p>AHT – G Spencer</p>		<p>Disadvantaged pupils make progress in line with their non-disadvantaged peers.</p>			
<p>4.2 To develop governor monitoring to ensure all governors hold leaders to account for the work of the school and develop expertise and knowledge in their designated field.</p>	<ul style="list-style-type: none"> - Named governor links - Evidence folders for each link Governor - Evidence of support and challenge (through effective monitoring processes) that impacts on the school moving forward linked to 	<p>HT – R Virk CoG – S Whitlow</p>	<p>GDPR Training x 1</p> <p>Every Education Training (IC) x1</p> <p>Ofsted Inspection Schedule (KY) x1</p> <p>Specific individual training programmes for governor link roles.</p>	<p>Staff: Confidence in the schools governing body. Increased rigour in challenge for the school leadership team.</p> <p>Students: Efficient practices within school which improve</p>			

	<p>key areas of the SDP.</p> <ul style="list-style-type: none"> - Programme of governor training implemented to meet statutory requirements. - Programme of governor training to raise individual and collective capacity in the governing board. 			student's experience			
<p>4.3 To develop and embed senior and middle leadership working practices that are focused on raising achievement for all.</p>	<ul style="list-style-type: none"> - Middle leaders show clear development and impact in school through their action plans. - Impact on quality of education is evidenced through robust teaching and learning and monitoring processes. - Key stages are managed effectively on a day to day basis, shown through staff evaluations and SLT monitoring - Training in solution-focused approaches, and 	<p>HT – R Virk DHT – S Adams</p>	<p>NPQSL</p> <p>Solution circles</p> <p>Solution focused thinking</p> <p>Fortnightly Middle Leader Meetings</p> <p>Individual coaching</p> <p>Moderation Training (KY)</p> <p>Quality of Education, Ofsted Training, Monitoring – MLDT</p> <p>Moving Towards Senior Leadership</p>	<p>Staff: Day to day experience within school is improved. Clear line of communication and line management. Monitoring of Teaching and Learning directly impacts on improving outcomes for students</p> <p>Students: Key stages will be effectively managed. Student progress is accelerated.</p>			

	<p>team-building and self-awareness.</p> <ul style="list-style-type: none">- NPQ achieved at relevant level- Senior Leaders impact positively on the school through their daily practices and through any focused aspects of the SDP.		<p>Leadership Style audits</p> <p>SLT Planning days x6</p> <p>Weekly/fortnightly SLT supervision as required.</p>				
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