

School Development Plan

The Meadows School

Development Cycle 2020 - 2021

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>1.1 1.3 1.4</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 18/19, we worked hard to launch this new approach to</p>	<p>During 19-20, staffs' ability to use EFL to capture and assess evidence, grew significantly. At the end of the Autumn Term, our first data report, based on the analysis of information within EFL, was shared with Governors. Additionally, this analysis was used to conduct individual Progress Meetings with class teachers, to celebrate success and plan to address underachievement. A Spring Data Drop was conducted, resulting in our second data report to Governors. In general terms, this report illustrated a picture of improved performance across all the 5 EHCP</p>	

		<p>assessment. By the beginning of 19-20, every student had a set of 'Personal Learning Goals' (based on their short-term EHCP outcomes) within EFL. These goals were baselined using MAPP and 'Expected Outcomes' identified. Staff were using EFL to capture evidence against students' targets.</p>	<p>domains, especially for our Pupil Premium cohort. Due to the extended COVID-related school closure, we were unable to action the findings identified in the report. With the decision made for full opening in September, significant effort was given to planning how best to baseline students' skills whilst supporting their reintegration into school life.</p>	
<p>2. Measure the impact of additional government funding on pupils' outcomes.</p>	<p>4.1</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</p>	<p>At the beginning of 19/20, based on the evaluation of the 18/19 Pupil Premium Plan, a new plan was devised and published on the school's website. To provide greater clarity, the Education Endowment Fund's template was used for the first time. The extended COVID-related school closure prevented any meaningful end of year analysis. The most recent information based</p>	

		<p>Progress Meetings held with SLT and class teachers. This information was reported to Governors termly, within the Curriculum and Standards sub-committee.</p> <p>The attainment of pupils in receipt of Pupil Premium funding is at rates exceeding national expectation, based 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>on Spring Term's data drop, indicated improved performance of Pupil Premium students. Across all domains, PP students and non-PP students were performing at the same level. There was no overall attainment gap between the two cohorts. In Autumn, non-PP students were out-performing PP students by 5.6%. A factor in this higher rate of progress for PP students, was the 7.8% improvement in the proportion of students 'on track' to achieve their Cognition and Learning targets.</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>1.6 2.1 2.2</p>	<p>Attendance has improved in the school.</p> <table border="1" data-bbox="719 1078 1039 1257"> <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> </tbody> </table>	Year	%Att	%Auth	%Unauth	2018-19	89.18	9.25	1.57	2017-18	87.72	10.26	2.02	<p>Attendance is at 90%+ and with case studies accounted for, the attendance level is at 93%. Students too unwell to attend school receive appropriate home education from the pastoral team.</p>	
Year	%Att	%Auth	%Unauth													
2018-19	89.18	9.25	1.57													
2017-18	87.72	10.26	2.02													

2016 -17	90.0 8	9.01	0.91
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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.

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.

A team of pastoral assistants monitor attendance in the first instance and make calls

Weekly monitoring of all students attending below 90%.

Attendance figures have been affected from March due to Covid-19 pandemic.

		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. Good and improving attendance is celebrated through certificates, termly celebration assemblies with families, and through an annual reward trip.		
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PRIORITY 1: Improving the Quality Of Education						
Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review	
1.1 To implement a Pre-formal curriculum, and	- Clearly defined provision for pre-formal pathway across all key stages	AHT – E Pace Pre-formal specialist	Meeting Time:	Staff: Confidence in the school	Equals Pre-formal curriculum implemented in KS3/4/5 classes.	

<p>embed pedagogical knowledge and good practice within pre-formal pathway.</p>	<ul style="list-style-type: none"> - Appropriate challenge for all learners, including the least able - Relevance of provision evidenced through moderation - Impact on quality of education is evidenced through teaching and learning and monitoring processes 	<p>class teams.</p>	<p>To be allocated during Bubble Planning Time; pre-formal specialist team are a discrete group separate from Bubble areas.</p>	<p>curriculum offered</p> <p>Students:</p> <p>A broad, balanced and relevant curriculum, developed across three Key Stages that accommodates and supports the needs of all students.</p>	<p>Asdan units to remain as before. Monitored and assessed impact of this via staff feedback and Efl data.</p> <p>Positive feedback received from staff.</p> <p>Additional pedagogical in-house training provided.</p> <p>Two members of staff training to be EMN to increase student knowledge, observation techniques and add to soft data (non-linear).</p> <p>Further in-house training and demonstrating</p>		
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					good practice hampered due to C19. Aim to amend this in Spring 2021.		
<p>1.2</p> <p>To develop and embed a Total Communication Approach</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 - Intensive Interaction practices evident across the school 	<p>AHT – G Spencer</p> <p>SALT, Bubble lead, Class teachers</p>	<p>2 day PECS Training for 2 ASC Class teachers (Pyramid Education Consultants)</p> <p>Whole school general awareness training x 2</p> <p>Bespoke packages from individual SaLTs to specific classes</p> <p>Communication Learning Walks</p>	<p>Staff:</p> <p>Professional development opportunities. Improved ability to meet the individual targets of students.</p> <p>Students:</p> <p>Life chances will improve. Positive impact on independence and behaviour.</p>	<p>Each class assigned specific SaLT.</p> <p>SaLT presence within classes clearly evident.</p> <p>2 teachers completed 2-day 'Intro to PECS' training.</p> <p>1 teacher completed Level 1 & 2 Makaton training.</p> <p>1 teacher enrolled on Attention Autism course.</p> <p>Findings from Autumn Data</p>		

			Makaton – 2 staff to complete Level 1 and 2. Disseminate to wider staff.		Drop: 79% of SLC targets 'on track'.		
<p>1.3</p> <p>To ensure we have a robust and purposeful assessment procedure in place, through assessment of progress in EHCP targets and the replacement of MAPP in formal and pre-formal learning with appropriate strategies that effectively record ipsative progress.</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 - Evidence through monitoring cycle - To fully implement assessment strategies and Evidence for Learning and use assessment to inform planning and demonstrate high rates of holistic pupil 	AHT – G Spencer	<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>Trouble-shooting/support sessions (x3)</p> <p>Moderation (x3)</p>	<p>Staff:</p> <p>Clear focus of what students need achieve and how to do this.</p> <p>Students:</p> <p>Tailored provision to meet their needs and move forward with clear goals.</p>	<p>During 'Recovery' period of Autumn Term, AHT met with each teacher to review formative assessments and, if necessary, amend Expected Outcomes.</p> <p>Autumn Data Drop conducted. Findings presented to Governors. Main headline: 78% of EHCP targets 'on track'. Very positive result, considering context of Autumn Term.</p>		

	progress through the EHCP review process.				<p>Completion of Writing Continuum.</p> <p>External moderation of KS4 accreditation - very positive feedback from ASDAN.</p> <p>Introduction of specific schema for pre-formal students. In line with EHCP review cycle, first students, assessed using new schema.</p>		
1.4 To improve attainment and progress in Reading for	Reading skills continuum in place and used by staff to support target setting.	AHT - Graham Spencer	<p>Reading scheme.</p> <p>Reading continuum.</p>	Staff Improved ability to deliver high quality reading provision.	The reading scheme (purchased at the end of last academic year) organised,		

<p>Semi-formal and Formal students.</p>	<p>Appropriate evidence captured (EFL and wider curriculum).</p> <p>Use of 'PM Benchmark Kit' to strength assessment.</p> <p>Reading scheme established and utilised by all relevant students.</p> <p>Developmentally appropriate targets within students' PLGs.</p> <p>Through monitoring cycle, attainment and progress is identified as high quality.</p>		<p>PM Benchmark kit.</p> <p>Question skills and the delivery of Guided reading.</p>	<p>Students</p> <p>Improved reading skills, in preparation for adulthood.</p>	<p>displayed and shared with relevant classes.</p> <p>Appropriate students accessing the scheme; individual reading facilitated, including home reading.</p> <p>PM Benchmarking kit and running records used to place students on the reading scheme, at the appropriate level.</p>		
<p>1.5 To develop ASC specific provision through</p>	<p>- Reduced incidences of serious classroom disruption and RPI</p>	<p>AHT – K Hurcombe</p>	<p>Good Autism Practice – one day – all ASC Classes</p>	<p>Staff team trained and confident in teaching</p>	<p>-Behaviour Report to Governors</p>	<p>Sensory Diet training</p>	

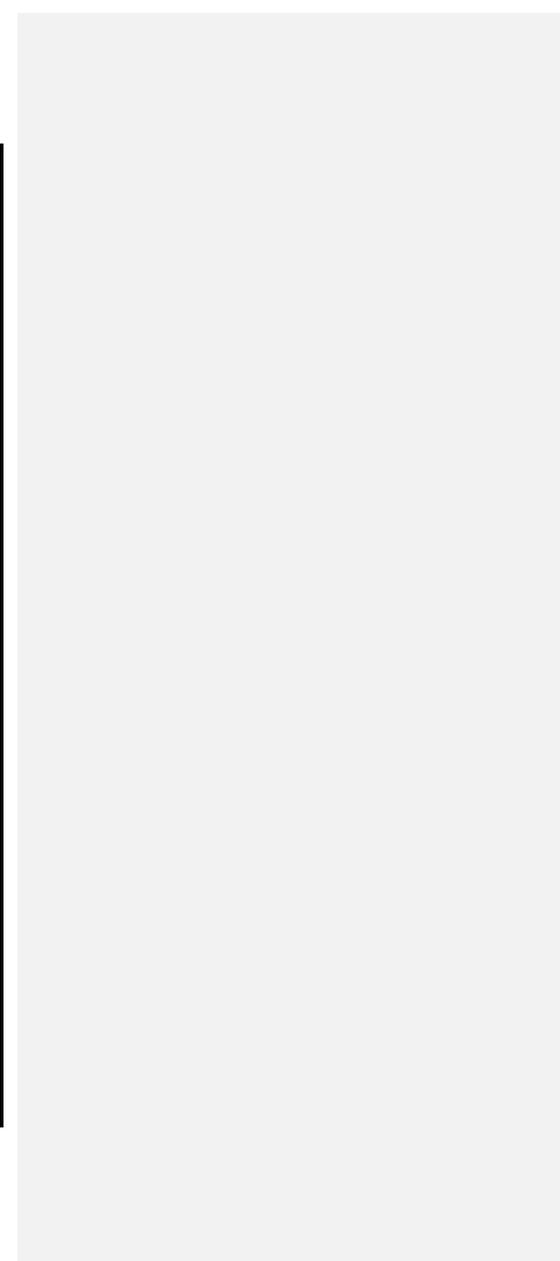
<p>integrated therapeutic approaches, staff training and extended physical and sensory provisions.</p>	<ul style="list-style-type: none"> - Audit of sensory environment in all classrooms ensuring environments are appropriate for students. - Staff training in autism practices take place - Implementation of SCERTS across Complex ASC classes. - Embedment of integrated working with Occupational Therapist - Regular review of Sensory diets and advice. 		<p>Standard Autism Training – x3</p> <p>Social stories – extended twilight.</p> <p>Intensive Interaction – needs basis with individual classes.</p> <p>Attention Autism Programme – external training for KB class group.</p> <p>SLA for OT provision c£14,000 pa.</p>	<p>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>	<p>-New staff development-KB had induction of strategies which relate to ASC Classroom environment-TECH.</p> <p>-Intensive interaction training through SALT</p> <p>-Website shows Attention Autism videos for specific classes.</p> <p>Research project about strength of strategies to include: THRIVE SCERTS</p> <p>TEAMS setup to ensure pupils can be referred to the OT</p> <p>Increased use of the Sensory Integration room</p>	<p>OT-whole-school</p> <p>staff are able to implement sensory strategies.</p> <p>JAN 21</p> <p>SL Attention Autism training</p> <p>Continued to disseminate</p> <p>Across classes with ASC+ needs.</p> <p>FEB 21</p> <p>Sensory Circuits training completed</p> <p>March 21</p>	
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Commented [KH1]: Follow Up: training

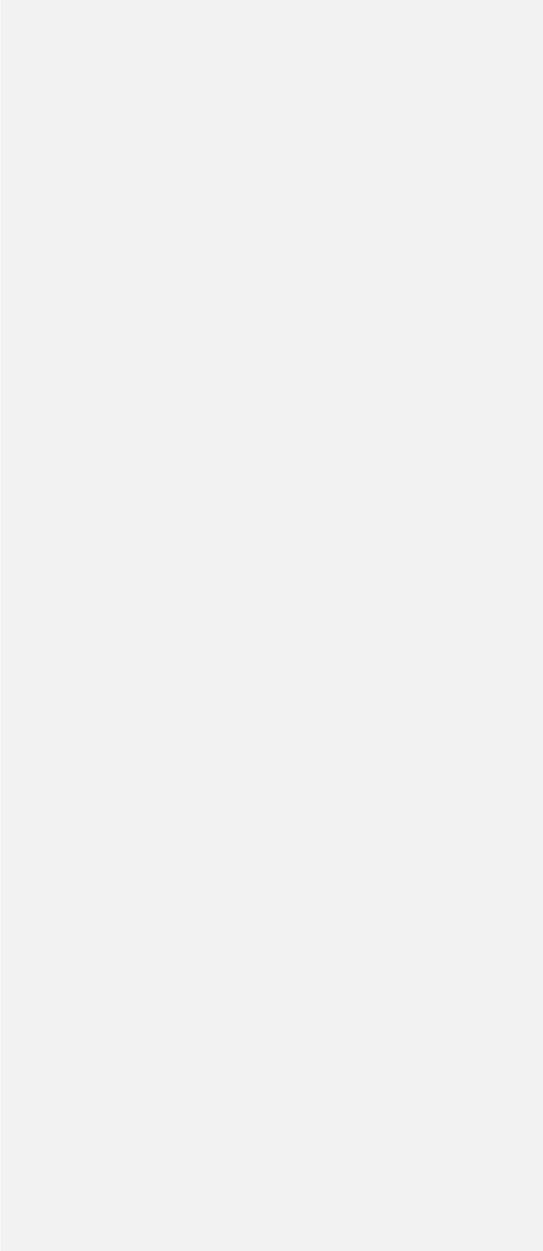
	<ul style="list-style-type: none"> - Embedment of supportive ASC teaching strategies in identified groups. - Signage around school to meet the visual needs of students with ASC. - Implementation of Solution-Focused student support meetings / consultations. 				<p>with tailored training for specific staff delivering intervention.</p> <p>Sensory diets and strategies are monitored and impact is measured against behaviour incidents.</p> <p>-continued SST meeting for staff when they have a significant number of incidents.</p> <p>Continued support from SST to staff during teaching day.</p> <p>Development of MPQML for AP linking to SCERTS implementation.</p>	<p>To be shared across whole –school</p> <p>RH</p> <p>RT</p> <p>SL</p> <p>SCERTS training for AP KH KB RH.</p> <p>MARCH 21.</p> <p>2 classes Pilot.</p> <p>Working party created for development of outside learning environments for all learners</p>	
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					Audit of Sensory equipment needed for OT strategies for sensory diet completed with storage in the Sensory Integration room.	including ASC+	
1.6 To implement a Recovery Curriculum and Vulnerability Assessment based on Transition and Well-being.	Social and emotional well-being is evidenced through staff/student feedback and the vulnerability assessment.	AHT – E Pace Enrichment,		Using current curriculum but working at a slower pace. This will give students time adjust to environment, responsible adults and routines. Clear focus of what students need to re-engage in learning and routines. Interventions for those identified as 'high' on the VA.	Recovery curriculum implemented, which aided transition and reintegration into school. Monitored and assessed impact of this using vulnerability assessments. Four students required further intervention. Positive feedback received from staff and families.		

					<p>Curriculum vision is being revisited following significant changes to leadership since last review.</p> <p>Training for all class staff provided through Professor Barry Carpenter.</p> <p>Evolution of Engagement Models and the appointment of Engagement Model Champions.</p> <p>Students are making progress at a lower rate than in 2019-20 (up to Easter 2020) – this will be a result of lost learning and routine from</p>		
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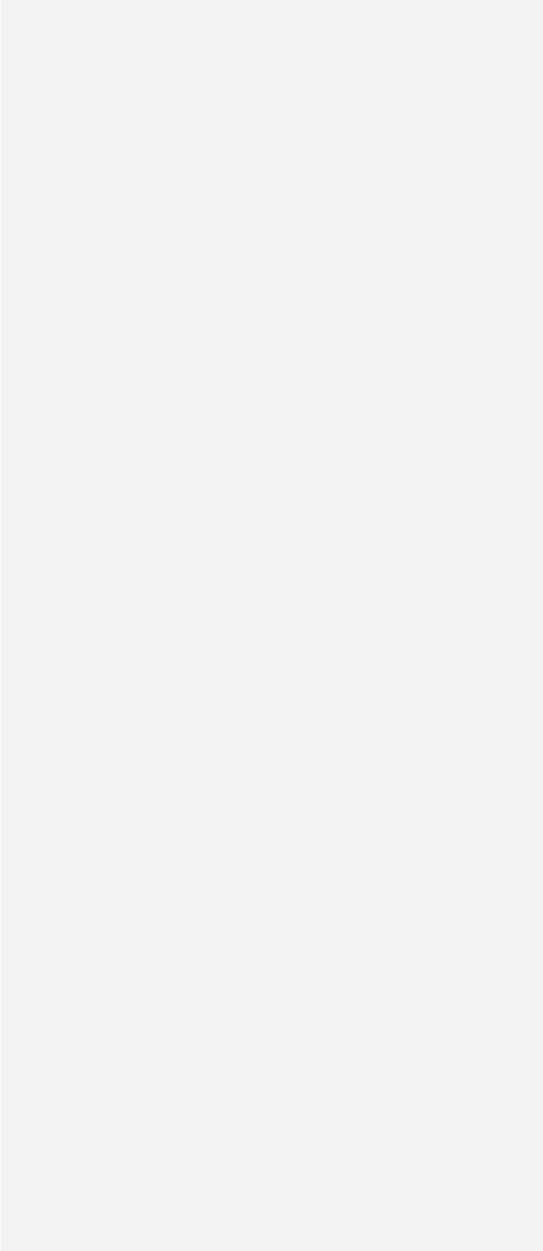


					impacts of COVID-19. It will take time for students to regain lost functional skills.		
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1.7 To ensure that technology meets the needs of learners at the school	All staff understand through appropriate training how to implement effective technologies/apps for their class group.	Stewart Harris	Training	Impact	Autumn review	Spring	Summer
<p>Outcomes of focussed monitoring support that technology is used effectively to enhance and maximise each pupils learning.</p> <p>Audit of pupils' technology needs.</p> <p>Staff training records linked to appropriate technology hardware and APS for their class group.</p> <p>Planning and implementation of personalised</p>	<p>All teaching staff</p>	<p>Widgit online purchased £324</p> <p>Additional training may be needed to ensure the staff uptake is better and some support staff had not used during school closure</p> <p>-----</p> <p>Grid 3 project</p> <p>Sioned to be trained during March and then other teaching staff to be trained 1:1 by Stewart over Summer term as a phased roll out.</p> <p>-----</p>	<p>All Staff are now able to produce symbol based resources from home to support home learning</p> <p>-----</p> <p>Positive impact students more engaged in using aided language displays to communicate.</p>	<p>Trialled software to be used by staff recommended it was purchased to support home learning and working from home</p> <p>SALT provided training materials to run a trial of creating aided language displays with voice output using grid 3</p> <p>-----</p> <p>Sioned Lewis has been piloting the use of the COSST app for iPads to develop students communication and literacy skills,</p> <p>-----</p>	<p>Home learning resources improved</p> <p>Free apps have been installed onto iPad in school and training session is booked</p> <p>-----</p>		

	<p>technology within lessons.</p> <p>Planning and delivery demonstrate use of technology in promoting high levels of pupil progress.</p> <p>All staff understand through appropriate training how to implement effective technologies/aps for their class group.</p>		<p>ICT Team provide training for staff on how to use outdoor screen</p> <p>-----</p> <p>Training for staff to use Switch activated multisensory resources</p> <p>-----</p> <p>Training for staff on how to use new free apps installed on student iPad scheduled 20/4/2021</p> <p>-----</p> <p>Sensory room training rescheduled for key blue zone staff to promote the use of this room whilst school is zoned</p>	<p>-----</p> <p>-</p> <p>Students have access multi sensory resource in the playground. Student engagement was great</p>			
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due to covid
restrictions

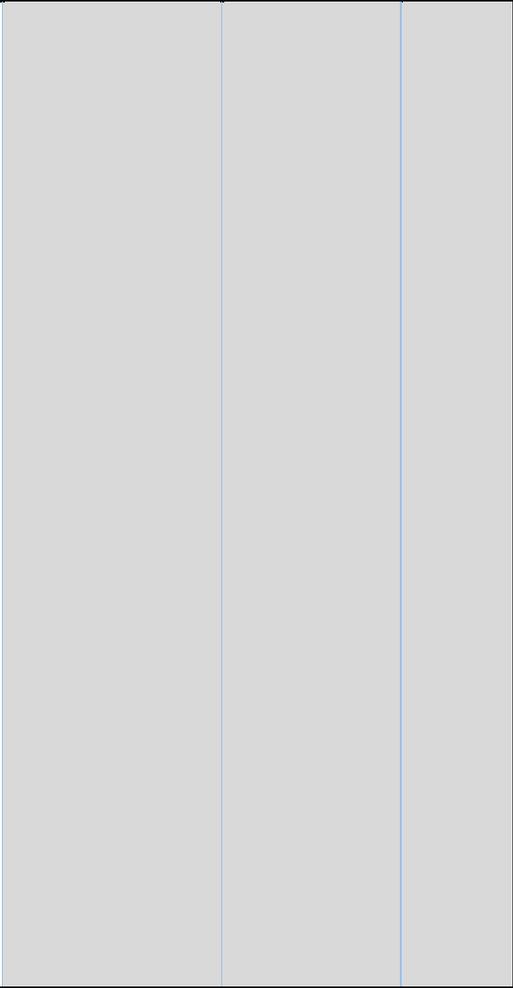
Training on
COSST app for
iPads scheduled
6th May 2021
delivered by
Justin from SALT

Training on using
Eye gaze

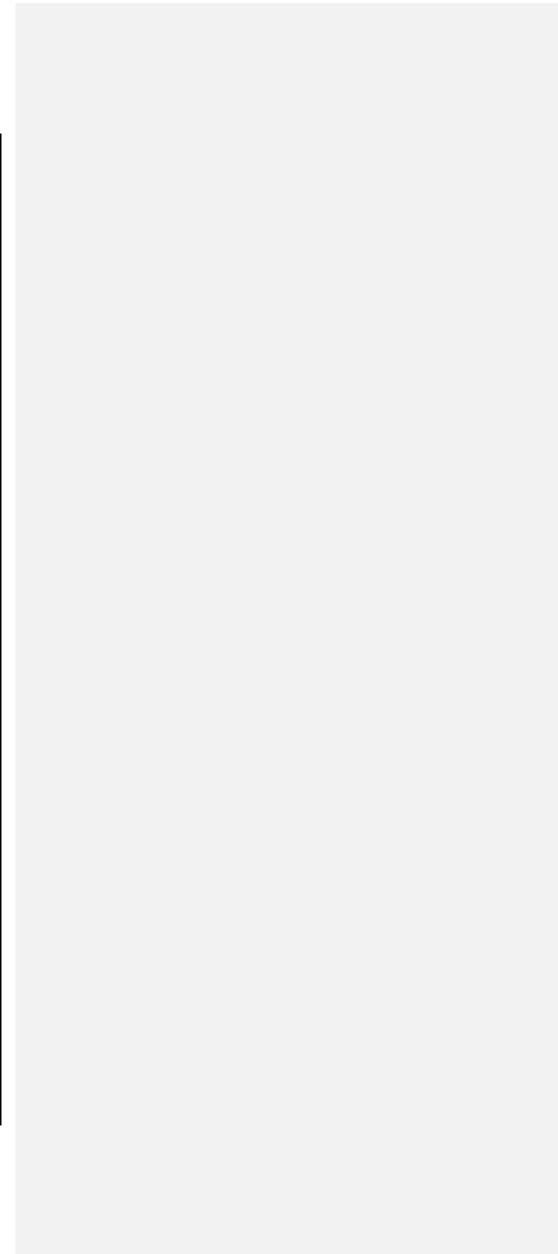
Powerlink boxes
and Bluetooth
switch training
SALT

Powerlink boxes
and bluetooth
switches for
PMLD classes

Training on
Choose it ready
mades maths



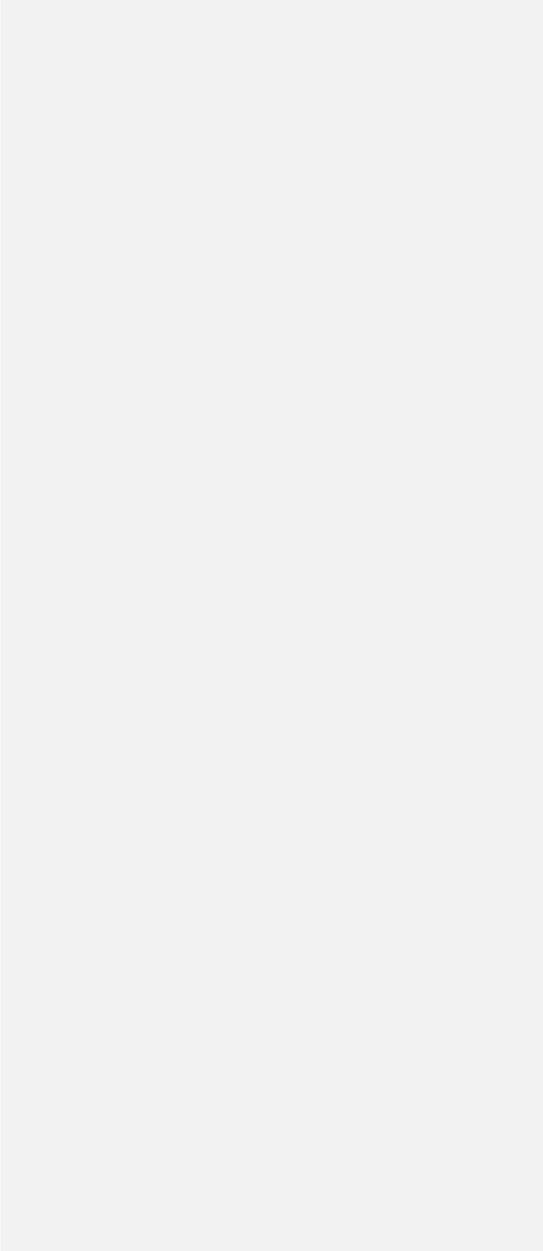
			and science PC software.				
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Priority 2: Behaviour and Attitudes						
Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review	
<p>2.1</p> <p>Develop compliant approaches to remote and blended learning to enable students to experience continued education in the event of self-isolation or local and bubble lockdowns.</p>	<ul style="list-style-type: none"> - Interim remote education contingency plan written and shared with relevant stakeholders - Annual remote education action plan written and shared with relevant stakeholders - Plan reviewed regularly and fed back to HT 	<p>AHT – G Spencer</p>	<p>MS Teams Training 22/9/20</p>	<p>Staff:</p> <p>Staff will have clear guidance and be able to fully implement their roles and responsibilities</p> <p>Students:</p> <p>Students will have a degree of continuity with their educational provision in the event of self-isolation or local and bubble lockdowns.</p>	<p>Remote education contingency plan on website, plus explicitly shared with staff and Governors.</p> <p>Regular remote learning questionnaires conducted to capture snapshots of provision. Headlines from most recent: staff attempted to make contact with 98% of families. 80% of students received</p>	

					physical work packs. 67% of teachers produced and shared VITs with their students. Of the families that provided feedback on their children's remote education, 84% were positive.		
<p>2.2</p> <p>To continue to work with students and families to improve attendance and implement strategies to improve attendance for identified pupils</p>	<ul style="list-style-type: none"> - Robust monitoring procedures and clear framework for support and intervention - Whole-School attendance above 90% (92% without long-term medical absence) - An embedded celebrations programme 	<p>DHT – S Adams</p>	<p>MS Teams Training for online learning and virtual conversations with families.</p>	<p>Staff:</p> <p>Actively engage with the school attendance drive.</p> <p>Students:</p> <p>Improved outcomes for all students due to improved attendance and less learning time lost.</p>	<p>Attendance monitoring has been challenging with national restrictions (and previously teired restrictions) imposed in Novemeber 2020. On occasions there were up to 42 studnets isolating or shielding at any one time.</p> <p>Attendance at 90.99% for the term (95% once</p>		

	<ul style="list-style-type: none">- Attendance data analysed termly.- Local and national comparisons- Personalised interventions for students causing concern, provided weekly through Pastoral Team Meeting.- Support for families, and provision of education for students and families isolating or anxious around COVID-19				long term shielding and illness is removed.)		
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Priority 3: Personal Development							
Objective	Success criteria	Priority Lead and Budget area	Training	Impact	Milestone Review		
3.1 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 	MIDDLE 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.	Ordered equipment (musical boards, sand play and water play) highlighted by students during last years' student vote.		
3.2 To develop a strategic approach to CDP	<ul style="list-style-type: none"> - Statutory CPD requirements met 	SOM – N Hinton		Staff:	4 inset days taken in Sept- to allow transition	5 th inset day planned for January	

<p>that addresses the areas of the SDP</p>	<ul style="list-style-type: none"> - CPD opportunities identified during PM reviews are shared with SOM - CPD activities focus on raising student achievement and outcome 	<p>KSL, SLT</p> <p>Cost Centre:009</p> <p>£31,000</p>		<p>Relevant skills to meet the needs of the students.</p> <p>Students:</p> <p>Student needs are met by skilled practitioners.</p>	<p>back into school post lockdown and enable staff to have the required training to meet mandatory requirements & student needs e.g. Safeguarding and MAPA. COVID challenges impacted Twilights, limited timetable for this period</p>	<p>used for COVID planning instead. Scheduled training moved to March 2021. Twilight sessions picked up & full timetable for spring 2. Personal CPD requests have continued and staff taken the opportunity to explore training opportunities for themselves e.g. NPQML, & Makaton</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</p> <p>Measure the impact of additional government funding on pupils' outcomes.</p>	<ul style="list-style-type: none"> - Pupil Premium Plan on school website. - Coronavirus Catch-up Premium Plan 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. 	<p>AHT – G Spencer</p>		<p>Staff:</p> <p>Improved ability to address barriers to learning.</p> <p>Student:</p> <p>Disadvantaged pupils make progress in line with their non-disadvantaged peers.</p> <p>COVID-19 Catch-up funding is used to support the reintegration and progress of students disadvantaged</p>	<p>COVID Catch-up Plan produced and published on website.</p> <p>Finding from Autumn Data Drop: Attainment of Pupil Premium students and non-PP students, very similar. 78% of the EHCP targets of PP students were 'on-track', compared to 83% for non-PP. Slight differential potentially due to significant school closure in 19-20; students prevented from accessing PP funded provision.</p>		

				as a result of the pandemic.			
<p>4.2</p> <p>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 key areas of the SDP. - Programme of governor training implemented to meet statutory requirements. - Programme of governor training to raise individual and collective capacity in the governing board. 	<p>HT – R Virk</p> <p>CoG – S</p> <p>Whitlow</p>	<p>GDPR Training x 1</p> <p>Governor Every Education Training x1</p> <p>Ofsted Inspection Schedule (KY) x1</p> <p>Specific individual training programmes for governor link roles.</p>	<p>Staff:</p> <p>Confidence in the schools governing body.</p> <p>Increased rigour in challenge for the school leadership team.</p> <p>Students:</p> <p>Efficient practices within school which improve student's experience</p>	<p>1 new governor appointed in the autumn term. Advertised for parent governor in 2 newsletters. Governors reminded of available training by SIPS.</p>	<p>1 governor resigned. Every System Training to be undertaken 16/03/21</p> <p>Governors linked to various areas of the SDP.</p>	

	<ul style="list-style-type: none"> - Increase Governor presence around school (subject to COVID) 						
<p>4.3</p> <p>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</p> <p>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,</p>	<p>Staff:</p> <p>Day to day experience within school is improved. Clear line of communication and line management.</p> <p>Monitoring of Teaching and Learning directly impacts on improving outcomes for students</p> <p>Students:</p> <p>Key stages will be effectively managed.</p>	<p>Middle Leaders have taken responsibility for support staff appraisals.</p> <p>One Middle Leader successful in interim promotion to AHT.</p> <p>TLR3 issued for Middle Leader to promote and develop use of technology in learning.</p> <p>Middle leaders demonstrating leadership in remote and blended learning programmes.</p> <p>SLT weekly supervision with DHT/HT.</p>	<p>SLT appointed full time AHT to replace retirement. Interim post extended to cover maternity leave.</p> <p>SLT development day to determine processes in monitoring and assessment</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>Ofsted Training, Monitoring – MLDT</p> <p>Moving Towards Senior Leadership</p> <p>Leadership Style audits</p> <p>SLT Planning days x6</p> <p>Weekly/fortnightly SLT supervision as required.</p>	<p>Student progress is accelerated.</p>	<p>AP commenced NPQML course.</p>	<p>ent of curriculum processes.</p>	
<p>4.4. To improve the efficiency and effectiveness of IT in school</p>	<ul style="list-style-type: none"> – Both hardware and software are effectively managed – Enhanced IT training is available to all staff for use of new systems 	<p>IT Contractor – T Williams (Staffs Tech)</p>	<p>Office 365 Training</p> <p>Evidence for Learning Training</p>	<p>Staff</p> <p>Recording evidence for learning is improved.</p> <p>Staff more competent and</p>	<p>SLA Provider Staffs Tech – presented to SLT and working 3 days a week on-site.</p> <p>Planned presentation to Governors during</p>	<p>Google classroom rolled out</p> <p>System rebuild schedule</p>	

	<ul style="list-style-type: none"> - Evidence for Learning is effectively used by class staff - Move to cloud-based storage using Office 365, facilitating staff and students working between different sites/locations and enabling collaborative working. 			<p>confident in using new IT systems</p>	<p>Finance and Personnel meeting. Training offered to all staff (class and non-class based) for use of Microsoft Teams.</p> <p>SENSO monitoring software in use.</p>	<p>d for Easter holidays.</p>	
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