**School Development Plan – 2017/2019**

**Outcomes of Pupils – Lead: Lynne Ledgard**

Maintain the Outstanding outcomes for all pupils.

1. Embed and develop Assessment without Levels within Maths and English.
2. Develop AWL in other subject areas – Science / ICT / PE / PSHE.
3. Review the effectiveness and appropriateness of all accreditation at KS4.
4. Ensure current PSHE programme is fit for purpose.
5. To raise the profile of reading across school and to create a ‘thirst for reading’ climate.

**Quality of Teaching and Assessment – Lead: Jo Mullineux**

Maintain the quality of teaching and assessment within the school as Outstanding.

1. Review (and refine where required) the Lesson Observations, Learning Walks and Work Scrutiny programmes.
2. Develop peer observations within key stages initially and then expand to across school.
3. Review the lower school new curriculum to prepare for the restructure of classes.

**Leadership and Management – Lead: Paul King**

Maintain Outstanding Leadership and Management within the school.

1. Continue to develop staff’s leadership skills by engagement with NPQH, NPQSL, NPQML and SLE programmes.
2. Review the Performance Management process for teachers and make appropriate changes where required.
3. Develop the range of external training packages e.g. Team Teach; ASD; S+L Use of TAs that we can offer to other schools.
4. Develop more of our staff to become SLEs.
5. To have in place subject leaders with the ability to lead and develop the subject area.
6. To provide subject coordinators/leads the opportunity to monitor the teaching of the subject across the school.
7. To review the effectiveness of the new teacher PM process that has been introduced.

**Personal Development, Behaviour and Welfare – Lead: Mike King**

Maintain Personal Development, Behaviour and Welfare within the school.

1. Embed and develop the new positive behaviour system (Class dojo) in school.
2. Review the processes for behaviour management plans.
3. Review and refine Safeguarding procedures where required.

**Sixth Form – Lead: Lynne Ledgard**

1. See Sixth form plan.
2. 19-25

**Early Years – Lead: Julie Naylor / Chrissy Skermer**

1. Develop a system for showing pupil progress with Early Years.

**ASD provision – Lead: Julie Naylor**

1. Maintain our Accreditation status with the NAS.
2. Implement and embed Attention Autism strategy

**Building and Site Development – Lead: Paul King**

1. Maintain the quality of the building and the site.
2. Develop a rolling programme for internal decoration.

**Governance – Lead: Alan Lee**

1. Maintain the Outstanding governance of the school.
2. Develop a rolling programme of governor training.
3. Create closer links with Fox Wood School governors.

**External Relationships – Lead: Jo Mullineux**

1. Continue our close partnership with SIA / Great Sankey Teaching School and Oakwood Teaching School.
2. Seek to become a Forest School.

**SEF FOCUS: OUTCOMES OF PUPILS (Maintain the Outstanding Outcomes for all Pupils by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Embed and develop Assessment without Levels within Maths and English. | work with subject coordinators to embed the work on assessment without levels (AWL) in the areas of Maths and English | By Dec. 2017 | JM/and subject leaders of Maths and English. | SLG | Possible release time 2 x £185 / day  = **£370** | Assessment without levels within Maths and English embedded and staff confident in its use. | Staff have a clearer idea of pupil progress and attainment across within Maths and English. |
| **Progress Review:**   * **Starting the 3rd cycle of Assessment without levels. Consistent positive feedback, progress easier to track, next steps clear allows dips in performance to be picked up and addressed quickly.** * **Tweaks to content at the end of each cycle according to staff feedback (if necessary) Eg Measure content of Geometry and Measures tracking grid.** * **Staff have been supported through staff meetings, clinics, informal 1:1 meetings, Pupil Progress Meetings.** * **All Staff are more confident to use AWL to assess pupil progress.** | | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Embed and develop Assessment without Levels across other curriculum areas. | Work with subject coordinators across the school to devise a system for assessment without levels in key areas. | By July 2018 | JM/and selected subject leaders | SLG | Possible release time 5 x £185 / day  = **£925** | Assessment without levels devised for other selected subject areas. | Staff have a clearer idea of pupil progress and attainment across a wider range of subject areas. |
| **Progress Review:**   * **AWL has been developed & embedded in the following curriculum areas: Science, PSHE, Computing.** * **The following subject areas are trialling AWL: PE, Art,** * **SCERTS – (Social, Communication, Emotional, Regulation, Transactional, Support) – Developed and embedded within the discrete ASD Classes.** * **Finer steps of progress, often within the hidden curriculum is captured by ‘Soft Data’ where applicable. Staff are confident in using this system.** | | | | | | | |

**SEF FOCUS: OUTCOMES OF PUPILS (Maintain the Outstanding Outcomes for all Pupils by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review the effectiveness and appropriateness of all accreditation at KS4. | Head of KS4 working with Exams Officer and key staff to carry out an audit of all accreditation at KS4 and to make recommendations for changes where required. | By Easter 2018 | MK, KS4 staff and Exams Officer | JM | Curriculum time. | Review completed and recommendations for progress made. | Our accreditation framework at KS4 reflects the ability levels of our pupils. |
| **Progress Review:**   * **A review has been completed & as a result all KS4 pupils are accessing relevant qualification courses. These courses are as follows: English from Sept 17, Science from Sept 2017, Art from Sept 2018, PE Sept 2016 & a further change in Sept 2018, Functional Skills Level 1 Maths from Sept 2018.** * **Staff keep abreast of new initiatives and current changes to allow all courses to be meaningful and relevant.** * **For evidence see Accreditation Data July 2018** | | | | | | | |

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Ensure current PSHE programme is fit for purpose. | Review and change the PSHE curriculum and introduce a new Scheme of Work that is more relevant for our pupils. | By Easter 2018 | SVR/JM/  Class teams | PK | Curriculum time. | New PHSE SoW in place ready for implementation September 2018. | A more appropriate PSHE curriculum is being delivered across the school |
| **Progress Review:**   * **Stepping stones/Key Steps (KS3) SOW linked to (pre-ASDAN) – Sept 2017** * **New Curric 2017 from Yr 2 to Yr 11 which links in to the key steps for KS3. Ks1 & 2 is based on the PSHE Association.** * **AWL- Has been embedded and widely used by all staff. It has been written specifically for GLS Pupils.** * **Introduction of more whole school themed events Eg Anti Bullying & Road Safety** * **Some classes are trialling mindfulness trough Yoga (Cl 5, P5, P4)** * **Forest School –Sept 17 – Social skills work, collaboration, supporting other students, personal health & safety & managing risk** * **Play Leaders (KS3/4) – Sept 18 – Pupils applied in July 2018. Shortlisting has taken place. There are 8 Play Leaders due to be trained in Sept 18. Play leaders will be responsible for: Play equipment, organising & supervising games, encouraging participation.** * **Lunchtime arrangements Jan 2018 – Lunchtime in the hall is now categorised as a taught PSHE session focussing on social interactions, table etiquette, mechanical feeding skills, hygiene, independence.** * **Moderation – Moderation sessions have helped to strengthen judgements across the curriculum using PSHE assessment tracking grids.** * **School Council – Increase in the variety of social clubs offered at lunch time ( Lego club, Tag Rugby, Art & Craft, Colouring Club, Gardening, Boxercise, Languages)** * **See PSHE Data July 2018.** | | | | | | | |

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| To raise the profile of reading across school and to create a ‘thirst for reading’ climate. | Review current reading resources and purchase new resources if required.  Develop the library as a ‘reading’ library.  Create reading spaces around school.  Develop a reading record for all pupils. | By July 2018 | SB/KJW  +  Class teams | PK | £2K initially for new resources. | New reading resources.  School library being used for reading  Reading spaces identified and resourced.  Reading record developed for all pupils. | Pupils reading more confidently; pupils eager to read; reading across the curriculum improving; growing levels of independence; less reliance on symbols to support with reading; increased parental involvement. |
| **Progress Review:**   * **Library** * **Resources - New Reading Scheme** * **Reading competition** * **Development of grounds** * **Reading Records** * **Guided Reading** * **See Reading Data July 18** | | | | | | | |

**SEF FOCUS: QUALITY OF TEACHING AND ASSESSMENT (Maintain the quality of teaching and assessment within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review (and refine where required) the lesson observations, learning walks and work scrutiny process. | Introduce a grading system for the quality of teaching and assessment seen within lessons. | By Easter 2018 | JM / PK | SMT | Curriculum time. | Lesson observations; learning walks and work scrutiny will all carry a grading from September 2017. | We will have the ability to grade what is happening in lessons over time. |
| **Progress Review:**   * **Following SLG discussion decision was made to only grade the Perf Mgmt lesson Observation in the Summer Term** * **Learning walk feedback involves the strengths of the lesson and any areas to develop (no formal grade) being shared with staff. Any intervention is acted upon promptly to ensure T & L remains at an outstanding level.** * **Cycle of monitoring (see calendars) –Leaning walks, Book scrutiny, lesson observations, Subject Leader Monitoring.** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Develop peer observations within and between Upper and Lower School classes. | All staff will have had the opportunity to have observed at least one other colleague from across the school. Staff who may be struggling will be directed to a colleague to observe them teach. | By July 2018 | JM | PK | 5 days at £100 per day for TA cover  **= £500** | By July 2018 all staff will observe at least one other colleague. | Staff will be able to see the outstanding practice across the school and this will lead to more peer to peer practice. |
| **Progress Review:**   * **Formal Peer to Peer observation programme has been trialled 2016/17. Feedback was positive from all involved. It was hard to facilitate due to cover implications, staffing ratios due to the increasing needs of classes.** * **Staff are formally directed to observe other outstanding practitioners to develop their skills where applicable.** * **Subject Leader roles have changed (Jan18) to allow more classroom observations to take place. This monitoring enables all staff to carry our peer observation across all 4 key stages.** * **From Sept 18 (See Calendar) Core subject leader have a curric monitoring day once per term. Foundation subject leader have a curric monitoring ½ day once per term** | | | | | | | |

**SEF FOCUS: QUALITY OF TEACHING AND ASSESSMENT (Maintain the quality of teaching and assessment within the school as Outstanding by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review the lower school new curriculum to prepare for the restructure of classes. | Curriculum Team meetings and Lower school team meetings to begin to ensure coverage and no overlaps in topics taught.  Overviews to be shared with all relevant staff | By Jan. 2018 | MB / JN / CSK | JM | Curriculum time  Release time = 2 x days @ £185 per day  **= £370** | * Overviews and schemes of work are ready for the Autumn Term   Overviews shared with stakeholders via school website in Autumn ’15. | Pupils successfully accessing a relevant spiralling curriculum matched to pupil need |
| **Progress Review:**   * **Curriculum Team Mtgs (See calendar)** * **Website updates with Curriculum Overviews (reviewed Termly) for classes & Subject Leader curriculum updates (reviewed annually)** * **Subject Leader Action Plans updated termly** | | | | | | | |

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review the Careers Programme in light of the Gatsby Report | Map our current provision against the Gatsby Report.  Look to provide career input via an external provider.  Appoint a Career Leader to be the focal point for coordination.  Ensure school website is fully compliant with Careers requirements. | By Jan. 2019 | DTR / PK / MK / JM | PK | Curriculum time  Release time = 2 x days @ £185 per day  **= £370** | Provision is mapped and given to staff.  External provider appointed and delivering a programme.  Career Leader appointed (Dawn Robson)  Website will be checked to ensure compliance. | Pupils successfully accessing a relevant Careers curriculum matched to pupil need |
| **Progress Review:**  **Sept 2018**   * **Meeting with WOW to plan a Careers event in Autumn term 2018.** | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Continue to develop staff's leadership skills by engagement with NPQH, NPQSL, NPQML.  NPQEL and SLE programmes. | As part of their PM reviews staff will, where appropriate, be encouraged to seek further professional leadership training. | By Dec. 2017 | PK | Governors | £800 per programme  Possible 4 staff  **= £3,200** | More staff will be enrolled and successfully complete one of the programmes. | We will have a highly skilled staff that is willing and able to take on more leadership responsibilities. |
| **Progress Review:**  **Sept 2018**   * SLE – 4 SLE ( 2 teaching schools – Oakwood Teaching School Alliance, Great Sankey Teaching School Alliance) in the areas of: General SEN, Behaviour, ASD, Development of TAs) * NPQML – 4 staff have completed and passed, 2 staff are about to undertake this course * NPQSL- 2 staff have completed and 1 member of staff currently undertaking the training * NPQH – One member of staff currently engaged on the course. * NPQEL – Headteacher currently undertaking training.. * All SLEs and staff who have completed the NPQ have a role in providing CPD for colleagues in GLS and/or across Warrington * See CPD Brochure 17/18, 18/19 * Another | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Continue to review the Performance Management process for teachers and make appropriate changes where required. | PK and governors to review PM system and to make it much more focused. | By July 2018 | PK | Governors | Time | By July 2018 all teaching staff will be familiar with a reviewed/refined PM process. | PM process simplified, less bureaucratic but retaining its rigour so that good performance is rewarded and any RI addressed quickly. |
| **Progress Review:**  29/03/2018 – the PM process has operated robustly and continues to do so. We have streamlined the process and also separated out a review of the previous years targets which takes place in June/July and the new targets which are discussed and agreed in September.  **Sept 18**  PM system for TAs refined – Redistributed the PM allocations to use all qualified HLTAs to lead a team.  Introduced self-assessment audit for TAs against the professional standards  Refined lesson obs feedback proforma to be more succinct.  Training session held to disseminate changes 18/09/18 | | | | | | | |

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Develop the range of external training packages e.g. Team Teach; ASD; S+L Use of TAs that we can offer to other schools. | Draw up a menu of training that we can put together than can be costed and charged to other schools. | By Dec. 2017 | PK | Governors | Time for key staff to meet during curriculum time. | Training programmes identified and some form of brochure produced advertising what we can offer. | Staff training capacity developed and potential income streams coming into school identified. |
| **Progress Review:**  This was completed by the end of the Autumn term 2017 and the menu of training sent out to schools. These are proving to be very popular especially TeamTeach and ASD training,  CPD Brochure in place 2017/18- consistently well attended by colleagues across Warrington & Salford (see booking records 17/18). Excellent evaluations received. Any areas for development acted upon.  Quality Assurance of all training packages completed - CPD Brochure in place 2018/19- | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Develop more of our staff to become SLEs | Identify potential staff to become SLEs and encourage them to apply for SLE status through the Great Sankey or Oakwood Teaching Schools. | By July 2018 | PK | Governors | Possible release time for staff to complete applications and attend interviews. | We currently have three SLEs. We would like to double that number. | SLEs will be called upon to support other schools and bring in funding to the school. |
| **Progress Review:**   * SLE – 4 SLE ( 2 teaching schools – Oakwood Teaching School Alliance, Great Sankey Teaching School Alliance) in the areas of: General SEN, Behaviour, ASD, Development of TAs) * All SLEs and staff who have completed the NPQ have a role in providing CPD for colleagues in GLS and/or across Warrington * See CPD Brochure 17/18, 18/19 | | | | | | | |

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| To have in place subject leaders with the ability to lead and develop the subject area. | Review the subject leaders and curriculum teams currently in place.  Redistribute roles and responsibilities as required. | By July 2018 | PK | Governors | Curriculum time | Review undertaken and curriculum teams in place and meeting regularly. | Subject leaders and curriculum teams are more focused on the development of their subject areas. |
| **Progress Review:**  29/03/2018 – a limited redistribution of subject leads has taken place particularly in English, Maths and Science. The other subject leaders have also been given time to carry out learning walks and work scrutinies. These have been very useful and the subject leads have devised action plans to address areas for development. | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 6** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| To provide subject coordinators/leads the opportunity to monitor the teaching of the subject across the school. | Release subject coordinators/leads (starting with core subjects) for 1/2 a day to carry out learning walks. | From Jan. 2017 | Subject coordinators | JM | Release time for staff to carry out monitoring role  10 staff @ £185  **= £1085** | Learning walks carried out. Reports fed back to SLT. | Greater knowledge of subject coordinators of the quality of teaching and learning in their subject area. |
| **Progress Review:**  29/03/2018 – a limited redistribution of subject leads has taken place particularly in English, Maths and Science. The other subject leaders have also been given time to carry out learning walks and work scrutinies. These have been very useful and the subject leads have devised action plans to address areas for development.  15/02/1019 – English, Maths, Science, PSHE; ICT; MFL, have had two days off time table to monitor and review their curriculum. Other curriculum leads have had ½ day. | | | | | | | |

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| **Objective 7** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| To review the effectiveness of the new teacher PM process that has been introduced. | Create a team of staff to examine the effectiveness of the PM process and the statements within the Career Expectations document. | By Easter 2018 | PK | Governors | Curriculum meeting time | Career Expectations document reviewed and improved if required to improve the PM process. | PM process is tighter and more effective in identifying staff improvements which makes appraisal and pay recommendations much simpler. |
| **Progress Review:**  29/03/2018 – see Objective 2 above. | | | | | | | |

**SEF FOCUS: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (Maintain the quality of \Personal Development, Behaviour and Welfare within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Embed and develop the new positive behaviour system (Class dojo) in school. | Timetable a meeting each term to discuss Class dojo and its impact on pupil behaviour. | Termly from Sept 2017 | MK | PK | Time for training (curriculum slot) and licence renewal.. | Termly meetings to discuss Class dojo are being held. | Improved pupil behaviour measured via behaviour incidents. |
| **Progress Review:**   * 29/03/2018 – Class dojo is being used in all classes across the school. Most of our pupils respond very well to the system. Those pupils whose behaviour is more challenging have their own individual behaviour plans. * The Class Dojo system was implemented successfully across the school during the academic year 2017/18. This was initially approached on a trial basis and individual class teams were given the opportunity to work with the system in a way that suited their individual classes. The only stipulation was that Dojo was to be used for giving positive praise marks. As a school we would not be using it to make record of negative behaviours or to reprimand. We have the CPOMS system for making records of behaviour incidents in a way that does not draw negative attention onto individual pupils. Following this an audit was completed to assess the use of the system. Feedback was very positive but we did find that individual classes were using the system in different ways. Evidence from observations found that although the system was used differently by individual staff, the children found the experience of using the Dojo system rewarding. This use has continued throughout the year but exploration of expansion of Dojo's use has been put on hold after concerns were raised in April/May 2018 in the media about Dojo's adherence to new GDPR laws. As an alternative we have revisited our own 5 School Rules and raised the profile so that they are now displayed more prominently around the school building. Staff meetings have been held to discuss ways of referencing the school rules more in our everyday practice. This will need to be measured in the new academic year through observations and analysis. | | | | | | | |

**SEF FOCUS: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (Maintain the quality of \Personal Development, Behaviour and Welfare within the school as Outstanding by:)**

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review the processes for Behaviour Management Plans. | Review current paperwork to see whether it is still fit for purpose. Research other forms of Behaviour Plans.  Adopt if suitable. | By July 2018 | MK | PK | Possible release time for MK to review the Behaviour Plans  1 x £185  **= £185** | Decision made as to how the Behaviour Plans are to develop. | Improved pupil behaviour. |
| **Progress Review:**   * **2**9/03//2018 – Individual pupils have had their behaviour plans reviewed. This is in response to different challenges they may have exhibited in school. * All behaviour paperwork has been reviewed and adapted. Positive Handling incident forms are clearer and more succinct and staff ensure that both the HT and Behaviour Lead receive a copy of any incident form. The CPOMS system has also been successfully introduced and has also had a significant impact on behaviour systems. It allows key staff to review incidents as soon as possible after they have occurred, taking appropriate action. This allows key staff (family support team, senior leaders) to add any information they may have about individual children to build a clearer picture of what may be triggering behaviours. * In terms of Behaviour/PHPs staff provide the Behaviour Lead with an updated copy on an at least half termly basis. This allows the behaviour lead to make amendments/raise queries with staff. This is further embedded by our annual Team Teach sessions which raise key issues and actions for completing behaviour/positive handling plans. | | | | | | | |

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Review and refine Safeguarding procedures where requested. | Safeguarding Team to meet with Emma Coupe to discuss our processes and discuss where improvements might need to be made. | By Dec. 2017 | Safeguarding Team | Safeguarding Governors (Trish Chapman) | Time for key staff to meet (curriculum time.) | Our Safeguarding processes are deemed to be robust. | All of the Safeguarding Team are confident in the procedures we are using. |
| **Progress Review:**  29/03/2018 – We have reviewed our procedures and decided to use the CPOMS system to monitor and record safeguarding and behavioural issues. This has proved to be very informative and staff are fully conversant with the system and the need to update as soon as an issue arises. This is proving to be very useful in that incidents/issues can be dealt with very quickly. | | | | | | | |

**SEF FOCUS: SIXTH FORM (maintain the quality of sixth form as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| See separate Sixth Form Development Plan. | v | By July 2018 | NB | PK | See plan for breakdown of costs | See plan. | See plan |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: EYFS (maintain the quality of EYFS as Outstanding by :)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| See EYFS plan |  |  |  |  |  | . |  |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: ASD (maintain the quality of ASD provision as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Maintain our accreditation with the National Autistic Society (NAS.) | JN to continue to keep abreast of developments within ASD research and to further support other schools working with SCERTS.  JN to work closely with NAS adviser on developments within accreditation process | By July 2019 | JN | PK | **£2,500 pa** for registration with NAS.  **1 x £185** per day cover for JN | School continues to be accredited by the NAS for the quality of our ASD provision across the school. | ASD pupils receive excellent provision and the school continues to be an ASD flagship for the LA. |
| **Progress Review:**  Sept 18 - JN continues to work with the NAS advisor and work on the new accreditation documents continues (a much larger document). The documents will be submitted by July 2019. The NAS advisor will do 2 visits this year to complete observations and look at documentation – e.g. Pathways to success.  JN has met with staff from several schools to give advice on ASD and SCERTS. | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Implement and embed Attention Autism strategy | JN to work with ASD staff to introduce the Attention Autism strategy and ensure it is embedded within the ASD classes. | By July 2018 | JN | PK | Occasional days for JN to coordinate the work.  **3 days x £180 = £540** | Attention Autism strategy being used in discrete ASD provision. | ASD pupils are better prepared and motivated to undertake their work. |
| **Progress Review:**  Sept 18 - Attention Autism is being used across EYFS/ks2 of ASD department. Our KS3/4 teacher has left and the new teacher will need to attend training as soon as it is available.  The strategy is helping pupils to increase their attention and independent work skills. | | | | | | | |

**SEF FOCUS: Buildings, Grounds and Site Development (maintain the quality of our Buildings, grounds and Site)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Maintain the quality of the building, the grounds and the site. | Invest wisely in the maintenance of the building; develop the grounds and site for the benefit of all pupils. | By July 2018 | PK | Governors | Unable to predict but we will use our Devolved Formula Capital (DFC) to fund. | Quality of the building, grounds and site maintained to a high quality. | Pupils, staff and parents feel valued as they are part of a high quality provision. |
| **Progress Review:**  February 2019 – we continue to maintain the buildings to a high standard. We are intending to renew carpets and window blinds over the next few years as we have been dissatisfied with the robustness of the current items. The grounds have been developed with a new trim trail, daily mile track and outdoor wooden classroom being placed on the perimeter of the field. | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Develop a rolling programme of internal decoration. | Zone the school in to areas that can be painted over the half-termly and termly breaks.  Put out to tender the costs for this work. | By Dec. 2017 programme to be produced. | PK | Governors | Estimated internal decorating costs for the whole school to be painted  **= £12K** | Rolling programme produced and contractors appointed to carry decoration of zone 1. | Building maintained to its current high quality which has a positive impact on pupils, staff and parents. |
| **Progress Review:**  August 2018  Lower School classrooms and corridors were painted over the holiday and a programme of decoration for throughout the year has been drawn up. | | | | | | | |

**SEF FOCUS: GOVERNANCE (maintain the quality of Governance as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Develop a rolling programme of governor training. | Governor responsible for informing governors of training opportunities regularly promotes training events.  Governors to carry out an audit of governor training needs. | Termly  By Dec. 2017 | Trish Chapman  Alan Lee | Full governing body.  Full governing body. | SLA agreement with LA for governor training  **= £200**  Time | All governors receive information about and are encouraged to attend training events.  Audit of training needs carried out and acted upon. | All governors are receiving regular training.  Skills of governors identified and any gaps addressed. |
| **Progress Review:**  February 2019  An audit of training needs was carried out and governors are regularly informed about training events. A number of governors attended the training around the role of the SENCO held in the SibCas building in late January 2019. | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Create closer links with Fox Wood School governors. | Chair of governors to write to Chair of governors of Fox Wood to invite them to a meeting about how we can work more closely together. | By Dec. 2017 | Alan Lee | Full governing body | Time to meet. | Initial meeting set up for first meeting then hopefully more regular joint meetings. | Both governing bodies working closely together for the benefit of all pupils in Woolston Learning Village. |
| **Progress Review:**  October 2018  Joint meeting of governing bodies took place to discuss joint training needs. | | | | | | | |

**SEF FOCUS: EXTERNAL RELATIONSHIPS (maintain the quality of our external relationships by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Continue our close partnership with SIA / Great Sankey Teaching School and Oakwood Teaching School. | Governor responsible for informing governors of training opportunities regularly promotes training events.  Governors to carry out an audit of governor training needs. | Termly  By Dec. 2017 | Trish Chapman  Alan Lee | Full governing body.  Full governing body. | SLA agreement with LA for governor training  **= £200**  Time | All governors receive information about and are encouraged to attend training events.  Audit of training needs carried out and acted upon. | All governors are receiving regular training.  Skills of governors identified and any gaps addressed. |
| **Progress Review:**  Sept 2018  We continue to play a key role within both alliances (see attached training offer.)  Green Lane have lead the SEND Reviews during 2017/18 and 2018/19. | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost**  **(£s)** | **Success criteria** | **Impact** |
| Seek to become a Forest School. | Ensure we have trained staff to deliver Forest School and apply for recognition | By Dec. 2017 | Lynne Ledgard | PK | Approx.. £2500 | Initial meeting set up for first meeting then hopefully more regular joint meetings.  Since October 2017 we have run two sessions of Forest School on a Thursday morning and afternoon. | Children offered Forest School are developing their outdoor skills. Forest School being rolled out to rest of school. |
| **Progress Review:**  August 2018 – Gained Forest School accreditation  September 2018 – Installed a wooden outdoor classroom for Forest School  2018/19 – Three more staff (1xHLTA and two level 3 TAs) are now fully trained Forest School leads. | | | | | | | |