



# **Acorns School Development Plan**

**2016 - 2019**

# Acorns School

## 1. School Vision & Mission

- To provide a happy, safe, caring environment for pupils and staff.
- To encourage each child to fulfil their potential.
- To create an environment in which every child's efforts and achievements can be celebrated.
- To develop an inclusive curriculum with enjoyment and excellence at its heart.
- To encourage all children to be independent learners.

All the evidence shows that Acorns is a good school with outstanding features. The priorities for development are to further improve the quality of teaching and learning to ensure all pupils make outstanding progress. The school used evidence from the SEF in conjunction with professional dialogue between all staff, the governing body and our advisor to identify the priorities detailed in this document.

## 2. School Motto

**Achieve**

**Celebrate**

**Respect**

**Nurture**

**Success**

## 5. Holistic Review

### Effectiveness of the previous School Development Plan (2015-2016)

Major Developmental Targets	Extent of targets achieved, e.g.:  Fully Achieved;FA Partly achieved; PA Not achieved NA	Follow-up action, e.g.:  Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<p><b>1. Improve learning outcomes and attainment for all our pupils</b></p>	<ul style="list-style-type: none"> <li>• Groupings ensure pupils are appropriately challenged. PA</li> <li>• Primary curriculum is delivered throughout school – changes in need have brought forward the need to evaluate the content and ensure good coverage.PA</li> <li>• Life skills targets incorporated into IEP.FA</li> <li>• Planned introduction of an outdoor learning target in future IEP's to reflect need. FA</li> <li>• Closing the gap initiative for all pupils has improved achievement especially for CLA. Individual Education Plans . PA</li> <li>• Every Child A Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge groups are routine and incorporated in the timetable.</li> <li>• Next step is to introduce more effective assessment – Bsquared.- Follow up action</li> <li>•</li> </ul>	<p>A full breakdown of the actions taken to complete the 15 – 16 SDP is included at the end of this document. Governors have discussed and helped to evaluate the actions and this has been presented in a full GB meeting.</p>

	<ul style="list-style-type: none"> <li>initiative has improved reading ability. FA</li> </ul>		
<p><b>2. Increase Parental Involvement at Acorns School</b></p>	<ul style="list-style-type: none"> <li>Parents events are well attended and regular.</li> <li>Parental communication pathways have been extended and increased through the use of IT.</li> <li>Feedback is sought and has been acted upon</li> </ul>	<ul style="list-style-type: none"> <li>This continues to a secondary focus in the next SDP .</li> </ul>	<p>A full breakdown of the actions taken to complete the 15 – 16 SDP is included at the end of this document. Governors have discussed and helped to evaluate the actions and this has been presented in a full GB meeting.</p>
<p><b>3. Further improve behavior and safety of pupils through a PSHE focus</b></p>	<ul style="list-style-type: none"> <li>Positive playtimes have decreased playground incidents including bumps and scrapes.</li> <li>Viistors, staff and governors have very clear understanding to ensure safeguarding procedures are applied universally.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up –electronic signing in system has yet to be installed.</li> </ul>	<p>A full breakdown of the actions taken to complete the 15 – 16 SDP is included at the end of this document. Governors have discussed and helped to evaluate the actions and this has been presented in a full GB meeting.</p>

## 6. Evaluation of the School's Overall Performance

Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>Appointment of a deputy in Sept 15.</li> <li>Closer liaison within class teams, key stages and EYFS.</li> <li>Clear communication lines and opportunities to be part of a development group or working party.</li> </ul>	<ul style="list-style-type: none"> <li>Social care, family liaison and attending an increasing number of meetings are impacting on time management.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>Middle leaders have been identified and are receiving training through the teaching school alliance.</li> <li>Subject leaders are presenting INSET within school</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders to be able to moderate their subject more easily.</li> <li>Improvement of information management systems</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>The curriculum is flexible whilst remaining true to the themes of the new primary curriculum.</li> <li>Our moderated assessment shows a very high degree of accuracy and consensus within school and pan Lancashire.</li> </ul>	<ul style="list-style-type: none"> <li>A uniform assessment and recording model for pupils who may not produce pieces of work but who are displaying learning in other ways.</li> </ul>
4. Pupil Learning and Teaching	<ul style="list-style-type: none"> <li>Pupils are offered appropriate challenge for core subjects and some foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Refine the challenge groups further to incorporate more foundation subjects.</li> </ul>
5. Pupil Support	<ul style="list-style-type: none"> <li>External specialists are used for specialist counselling intervention.</li> <li>Increased staffing ratio in all classes to ensure pupils are fully supported.</li> </ul>	<ul style="list-style-type: none"> <li>New TA's require training in all areas within the school year.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>The formation of Acorns Outreach has increased capacity for teaching SEN pupils in the wider community.</li> <li>Strong partnerships with GLD primary schools and the teaching school alliance.</li> </ul>	<ul style="list-style-type: none"> <li>Information sharing event for ACO to inform all local mainstream schools.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>Learning walks, lesson observations by SMT and external advisors note the excellent behaviour and attitudes of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing positive playtime lunchtime initiative.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>Pupils participate in a very wide range of activities within and outside school .</li> <li>Pupils are tracked and achievement in some areas exceeds national expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Computing throughout school requires a better assessment system, better resources and further staff training.</li> </ul>

## 7. SWOT Analysis

### **Our Strengths**

- Highly skilled and resourceful staff.
- An engaging and challenging curriculum.
- All our pupils ( including EAL, CLA, etc) make expected or better than expected progress in KS2

### **Our Weaknesses**

- Not enough space to deliver the activities we would like to offer some of our pupils.
- Computing delivery and effective assessment.

### **Our Opportunities**

- To develop a really effective and flexible outreach service.
- To develop a good relationship with the new school sharing our campus.
- To develop a limited home education service for pupils in recovery.

### **Our Threats**

- Deterioration of the school building.
- Frequent vandalism
- Adapting and delivering the changing edicts from DFE

## **8. Major Concerns for a period of 3 school years (in order of priority)**

- 1. We are currently full beyond capacity yet we still have a higher number of pupils seeking places.**

2. The impact of assessment without levels.

3. Academisation .

## School Development Plan (2016-2019)

Major Aims	Actions	Time Scale (Please insert ✓)			Who will undertake this work?
		Year 1	Year 2	Year 3	
1.Expansion of educational provision	<ul style="list-style-type: none"> <li>• Widely circulate information about Acorns Community Outreach services available to commission.</li> <li>• Senior leaders and governing body to collate evidence to support case for expansion or relocation</li> <li>• feasibility study and costing of placing modular classrooms on site</li> <li>• Build classrooms using funding secured from La in conjunction with our reserves</li> </ul>	✓  ✓	   ✓	   ✓	<ul style="list-style-type: none"> <li>• SMT</li> <li>• SMT, GB</li> <li>• School surveyor, specialist building firms,SMT</li> </ul>
2.Improve pupil achievement	<ul style="list-style-type: none"> <li>• Introduce and embed new assessment tool.( B Squared)</li> <li>• Introduce and embed Evidence for Learning</li> <li>• Track individual pupils and different cohorts using the new tool. Teachers will feed in assessments termly and this will then inform planning and interventions.</li> </ul>	✓  ✓  ✓	   ✓	   ✓	<ul style="list-style-type: none"> <li>• Staff training from B Squared, staff will begin to use the tool from Summer 2016</li> <li>• Staff will use Evidence for learning and cloud storage with support from SMT .</li> <li>• Assessments will be undertaken by teaching staff remotely – these will be monitored by HT and DHT.</li> </ul>

<p>3Improve IT infrastructure throughout school including training to improve range of activities offered to pupils.</p>	<ul style="list-style-type: none"> <li>• <i>Renew old and tired interactive equipment.</i></li> <li>• <i>Renew broken switch equipment including Big Macs.</i></li> <li>• <i>Continue to develop I pad skills and offer training after school in the form of 1:1 tutorials.</i></li> <li>• <i>Purchase an electronic entry and recording system</i></li> </ul>	<p style="text-align: center;">✓  ✓ ✓  ✓</p>	<p style="text-align: center;">✓  ✓ ✓</p>	<p style="text-align: center;">✓</p>	<ul style="list-style-type: none"> <li>• SMT in conjunction with IT technician and teachers.</li> <li>• IT technician and SMT</li> <li>• IT Technician.</li> <li>• School Business Manager</li> </ul>
<p>4Evaluate the current primary curriculum. Assess its coverage and effectiveness in the light of changing pupil needs.</p>	<ul style="list-style-type: none"> <li>• <i>Produce a handbook from which teachers and HLTA's can use to help to plan for classes with two age groups etc.</i></li> </ul>	<p style="text-align: center;">✓</p>			<ul style="list-style-type: none"> <li>• <i>Depuy HT to coordinate the working party of subject leaders.</i></li> </ul>



<p>5 Continue to develop Acorns outdoor experiences.</p>	<ul style="list-style-type: none"> <li>• <i>Introduce Forest Schools to Acorns – this involves training key staff- involving parents- training an outdoor first aider – raising and managing funds for the outdoor projects.</i></li> <li>• <i>Liaise with forest school partners and outdoor Ed partners to plan activities suitable for our pupils.</i></li> <li>• <i>Embed the outdoor learning activities “ 50 things to before you are in year 7”</i></li> <li>• <i>Raise funds and install an outdoor swing and trampoline at floor level.</i></li> <li>• <i>Further develop activities and attitudes for positive breaktimes</i></li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>• Middle leaders – and EVC</li>     <li>• PE coordinator, whole school events, PE premium and external funding streams including charity donations.</li> <li>• Whole school initiative coordinated by SMT and PSHE coordinator.</li> </ul>
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