



SCHOOL DEVELOPMENT PLAN

DATE:	30.07.2021	DATE FOR REVIEW:	17.12.2021
--------------	------------	-------------------------	------------

OVERALL OBJECTIVES FOR 2021 / 2022

1. (Area 7 Leadership & Management)	To move Leadership and Management to outstanding by further increasing Governor involvement and understanding of the school, leading to an increase in their level of challenge and support.
2. (Area 4 Quality of Education)	Mapping of subjects within the Pathways curriculum with appropriate assessment and feedback systems particularly in KS4 & 5 checking content, sequencing and rationale
3. (Area 7 Leadership & Management)	Further develop CPD offer so that all staff have a clear plan that is created collaboratively and is personalised to them and they are fully aware of the development opportunities within their subject to aid their understanding of the subject and to ensure broad opportunities are provided for each learner.
4. (Area 6 Personal Development / Area 4 Quality of Education)	Widen student experiences both within the community, in the world of work and within the school curriculum
5. (Area 3 Overall Effectiveness)	Embedding of 2020/2021 objectives

SCHOOL DEVELOPMENT PLAN

Objective 1: To move Leadership and Management to outstanding by further increasing Governor Involvement and Understanding of our School and its priorities and developing confidence in our leadership team (Leadership and Management)

Target	Actions	Due date	Responsible	Intended Impact
Ensure each Governor visits school once during the first term to ensure Governors have a clear view of successes, priorities and how they can support and challenge	Discuss with Govs at meeting in October	End Term 1	SB/YS	Visit records to ensure governors visit the school regularly gaining knowledge of progress and development priorities, meeting minutes reflect governors demonstrating an indepth knowledge of priorities and how they can support the school to improve
To give Governors a clear understanding of development points and what to achieve on a school visit	Review existing form with Exec Head and CoGs	End half term 1	YS	New form that asks excellent questions outlining successes and areas for development in which governors can support.
Review with Exec Head and CoGs roles and responsibilities	Create a clear list of Governor roles	End half term 1	YS	List of roles available and on website
To ensure each Governor visits the school twice over the year to recognise priorities and areas of success	Discuss, review, challenge during Govs meetings	July 2022	SB	Visit records, meeting minutes, Governors who know the school areas for development and successes and can challenge decisions appropriately.
To increase participation of all Governors	Review existing format with HoS and CoGs	End half term 1	SB	Meeting time used more effectively, driving school progress through greater challenge, support and questioning.
To develop subject leadership confidence in our senior leaders	Coaching conversations with leaders	End term 1	YS HC	Leaders more confidently discussing priorities in their pathway – intent and what is seen

SCHOOL DEVELOPMENT PLAN

				in terms of implementation. Leaders measure impact through action plans.
--	--	--	--	---

Objective 2: To have a high quality curriculum to meet learners needs through clear mapping of subjects within the Pathways curriculum with appropriate assessment and feedback systems particularly in KS4 & 5 checking content, sequencing and rationale (Quality of Education)

Target	Actions	Due date	Responsible	Intended Impact
To ensure all teachers have an oversight and priorities for development in each subject	Discuss/consult with teachers first evaluating skills of each individual	13 th Sept 2021	YS	Each subject has a nominated link teacher who is aware of subject development to drive improvement. Each area will have an action plan documenting development and progress towards them.
<ul style="list-style-type: none"> To ensure there is a clear rationale for each subject and this is demonstrated within lessons with students making expected progress according to their individual targets. 	Create for assigned subjects: <ul style="list-style-type: none"> A rationale A “how it looks across the Pathways” document illustrating rationale and expectations Evidence of impact Examples of medium/long term planning	22 nd Sept 2021	YS	Staff able to share rationale for sequencing and delivery about their subject and this is reflected in practice and progress. Differentiation and delivery is clear in the classroom with consistency of learner experience and progression evident with a spiral approach to progress with learning embedded.
Check content and sequencing for assigned subject, changing where necessary to quality assure. Develop and evaluate sequential themes for Green pathway KS4 &	Contact teachers in other Pathways to understand how it looks across school. Are you happy with content? Is there a discussion to be had? Is	End of Term 1,2,3	Teachers	Clear content and sequencing for assigned subject articulated by leaders and teachers



SCHOOL DEVELOPMENT PLAN

KS5 learners as they progress through the school	sequencing clear? Is there coherent sequencing throughout the school?			
Implement a robust assessment system for foundation subjects in themed areas to identify students next steps in all subjects	Group subjects into themed areas (The World, Technology, Me) Bespoke assessment frameworks for each area Load assessment frameworks on to Evidence for Learning to link to observations to record progress in Yellow pathway	End of Autumn term	YS Teachers	Summative assessment data available to identify next steps for learners to personalise learning and targets in the foundation subjects and link to EHCP outcomes.

Objective 3: Further Develop CPD offer so that all staff have a clear plan that is created collaboratively and is personalised to them and they are fully aware of the development opportunities within their subject to aid improvement (Leadership and Management)

Target	Actions	Due date	Responsible	Evidence of impact
Leaders to provide a high quality CPD framework to drive the quality of CPD and its impact	Explain in detail on training day	02.09.21	YS	Staff awareness of CPD process and quality feedback on CPD completed. Dissemination of learning to inform others.
To ensure appropriate CPD is offered which is tailored to the needs of the students and staff	Create CPD conversation scaffolding document. Plan questions for teachers and for support staff for use within half termly progress meetings	End of each half term	YS	Coaching style conversations taking place that lead to personalised CPD, CPD disseminated to others and reflected in practice
To track CPD and ensure it is effective in upskilling staff to meet the needs of our students	CPD tracking document via online form. Reminders to staff to	Ongoing	YS	CPD is disseminated to others and is demonstrated within practice in the classroom. Leaders are aware of gaps in



SCHOOL DEVELOPMENT PLAN

	complete review after CPD has taken place			knowledge in order to plan and support students effectively.
To ensure leaders are appropriately skilled in order to provide accountability, challenge and progress within their subject.	CPD training for specific subjects, general expectations shared within teachers meeting, use of Guide platform where appropriate.	Autumn 2 Ongoing as opportunities arise	YS Individual Teachers	Subject leaders well informed about subject priorities, next steps and progress and able to illustrate this to others.
Objective 4: Widen student experiences both within the community, in the world of work and within the school curriculum (Personal Development & Quality of Education)				
Target	Actions	Due date	Responsible	Intended Impact
To develop student experience provision to be outstanding. To create, reinstate and strengthen links with the local community for positive contributions	Visits to the care home/coffee shop re introduced post COVID Social Enterprise project for KS4	Autumn 1	CD	Wide range of world of work experiences for learners Positive student and community interactions exist with positive feedback from the community
To expand range of lunchtime clubs linked to student interests	Use musical interest to create rock group Menu of lunchtime clubs available to learners	Autumn	Department Leaders Teachers SR	Wide range of experiences (familiar and new) provided to learners to develop confidence and enjoyment demonstrated through pupil surveys and views from the Student Council.
Engagement of local businesses for work experience	WEX coordinator in post, engagement and commitment of local businesses to placements	Autumn	WEX coordinator	Range of work placements committed for placement linked to interests gathered from pupil profiles and interest audits.

Objective 5: Embed 2020/2021 objectives (Overall Effectiveness)

SCHOOL DEVELOPMENT PLAN

Target	Actions	Due date	Responsible	Intended Impact
StepsTo fully embed the STEPS approach into the schools behaviour management practice applying all principles fully	Deliver training to all staff Deliver training to parents Create overview video for info	01.09.21 End Spring Term End Spring Term	YS ES YS	Reduction of the incidence of restrictive physical intervention to 2% or below Continued successes with students demonstrating difficult and dangerous behaviours – seen through case studies To modify parenting styles to reflect some STEPS techniques demonstrated through Annual Review and parent survey feedback.
Engagement Steps assessment information implemented to inform leaders of areas of progress focus	App use consistent across department to measure areas of engagement	01.09.21 End Autumn Term	KY	Engagement language heard consistently around school during learning walks and lesson observations Meaningful assessment information gathered to inform teachers of learning styles and behaviours to plan next steps
To gather meaningful assessment information from Evidence for Learning to set individual targets for learners in curriculum subjects	Develop understanding and use of “Insights”	End Autumn Term	LH/YS LTeam	Insights data demonstrates the implementation of individual targets to facilitate progress Data supports teacher judgement and identification of students not making progress against individual targets. Next steps identified day to day observed by use of Evidence for learning demonstrated within Learning Walks, Lesson observations and staff voice.



SCHOOL DEVELOPMENT PLAN

To further embed the use of Zones of Regulation as a behaviour management strategy to understand the emotions of our students	Deliver refresher training to all staff Deliver overview to parents	End Autumn Term	YS	Students engaging and discussing Zones in Lesson observations and feedback Reduction in incidents requiring Restrictive physical intervention Incident forms highlight where Zones of Regulation are applied. Seen through case studies.
To engage more parents and carers at parent events to strengthen parent and school liaison	Family and Student support worker initiating groups, information sessions and class open sessions Initiate open parent/school/class events to support parents	Autumn Spring Summer	JH YS Class Teams	Parental feedback Parental understanding of approaches and changes to parenting styles reported in Annual Reviews and surveys