



# School Development Plan 2017 – 2018

**Outcomes for pupils development strand Ai)****Key stage 4 and 5 pupils will develop purposeful and measurable work skills**

**Context:** Our ex-pupils tell us that as they leave school they want to get a job. To realise this aspiration our pupils need to develop purposeful employability skills throughout key stages 4 and 5. The school also feels that it has a moral responsibility to work with others to create an employability pathway for these pupils both whilst they are at Glyne Gap and 19+.

<b>Actions to achieve Ai)</b>	<b>Person(s) responsible</b>	<b>Resources and costs</b>	<b>Key review dates</b>	<b>Monitoring process</b>	<b>Notes on progress</b>
Create an assessment tool to measure pupil progress in employability	BC	Time and persistence	October '17	SLLT  Governors Teaching and Learning committee	
Create 'prefect pathway' for year 10 and 11 pupils	JDW/JC/JD/ADS	Time and persistence  Small cost for student uniform (covered by Upper School budget)	Nov '17 (start date)  Feb '18 (pathway created)  May '18 (pathway in place)	KP  SLLT  Governors Teaching and Learning committee	
Year 12 pupils to complete 5 'taster' block placement weeks	JC/JDW	Time and persistence  Ongoing financial cost to work placement co-ordinator (included in budget)	Oct '17 (start date)  Feb '18 (review)  May '18 (first cohort review)	SLLT  Governors Teaching and Learning committee	
Year 13 pupils to complete 2 extended work placements	JC/JDW	Time and persistence  TSI training for JC (£500)  Possible cover to enable JC to monitor placements	May '18 (start date- currently no eligible year 13)	SLLT  Governors Teaching and Learning committee	
Develop supported internship programme for	JDW/JC	Time and persistence	Feb '18	KP	

year 14 pupils with Little Gate Farm		Support from KP/BS to explore funding options	May '18	Governors Teaching and Learning committee	
<b><u>Impact/ evidence</u></b>					
<p>Pupils will develop purposeful work skills as measured by employability assessment tool and evidenced in zig-zag books/ progress files</p> <p>School leavers (for whom it is relevant) pursue employability post Glyne Gap</p>					
<b><u>Evaluation arrangements</u></b>					
<p>Measurable data on pupils' progress within employability presented to Governors T+L committee Oct '18 and Oct '19</p> <p>Pupil voice on impact of curriculum presented to Governors T+L committee Oct' 19</p> <p>School leavers destination reports presented to Governors T+L committee Oct '19</p>					

**Outcomes for pupils development strand Aii)****Pupils at key stages 3 , 4 and 5 will improve their functional literacy and numeracy skills****Context:**

We acknowledge that for some older pupils, literacy and numeracy is going to enable their independence and autonomy. According to current assessment tools, these pupils do not make as much progress in literacy and numeracy as pupils in EYFS, key stage 1 and key stage 2. This is partly because the current assessment tool is based on a previous inappropriate and yet statutory National Curriculum. Whilst there is evidence of achievement for many pupils, a systematic approach to the teaching of *functional* literacy and numeracy skills is required to enable pupils to reach their potential.

<b>Actions to achieve Aii)</b>	<b>Person(s) responsible</b>	<b>Resources and costs</b>	<b>Key review dates</b>	<b>Monitoring process</b>	<b>Notes on progress</b>
Consider creating a TLR post to lead literacy and numeracy across the school	KP	TLR point of X AMOUNT	October '17	Governors Staffing committee	
Identify which pupils have the capacity to be involved in subject specific learning	BC/TLR holder	Meeting time with teachers	February '18 May '18	KP SLLT Governors Teaching and Learning committee	
Create an assessment tool that encapsulates pre-key stage 1 and 2 standards within a functional context for reading, writing and maths.	BC/TLR holder	Time and persistence	February '18 May '18	KP SLLT Governors Teaching and Learning committee	
Support and develop methods for teaching functional literacy and numeracy	BC/TLR holder	Time and persistence Teachers' meeting discussion time	May '18 Oct '18 Feb'19	KP SLLT Governors Teaching and Learning committee	

Ensure baseline assessment and teaching strategy in place for July '18	BC/TLR holder	Additional PPA time for teachers to complete baselines (no financial cost – would	May '18 Oct '18	KP SLLT Governors Teaching and Learning committee	
<b><u>Impact/ evidence</u></b>					
<p>Pupils will develop functional literacy and numeracy skills (as measured by Glyne Gap assessment)</p> <p>Pupils will use these skills across the curriculum (as observed in monitored lessons)</p> <p>Pupils will use these skills at home</p>					
<b><u>Evaluation arrangements</u></b>					
<p>Measurable data on pupils progress presented to Governors T and L committee Oct '19 and Oct '20</p> <p>Parent voice to record impact for individual children (as part of end of year pupil outcomes) presented as above</p>					

## Outcomes for pupils development strand Bi)

Pupils for whom it is relevant will develop skills to manage their own behaviour

**Context:** As a school we bother about behaviour because we understand the prize that is at stake – pupil learning and happiness. We understand that some behaviour could restrict pupils’ opportunities, now and in the future. We believe the proactive management of behaviour is a strength of the school - pupils have positive behaviour, which is reflected in their learning and relationships. However we are committed to on-going development of our skills and knowledge in response to the ever-changing climate of pupil need and practice in this area. In addition we have identified a group of pupils with ASC who we think have the capacity to identify the state of their feelings and use tools to help them effectively self-regulate to get the most out of life.

Actions to achieve	Person(s) responsible	Resources and costs	Key review dates	Monitoring process	Notes on progress
All Class teams and relevant supply staff trained in Team Teach	JDW/BC	Training every 24 months £6000	October '17	Accredited Team Teach Instructor  Enhanced Opps Meetings  Governors Teaching and Learning committee	
Relevant pupils accessing daily 'Sensory Circuits' learning which impacts on their readiness to learn (target set in IEP)	JG/MJ/JDW	A half day of training for Seagulls and J1 staff initially, leading on to other staff where relevant  JG's Time and Persistence  £520 for equipment  Access to the hall and Activity Room	December '17  April '18  July '18	Class file Monitoring  Enhanced Opps Meetings  Governors Teaching and Learning committee  Progress and Liaison Meetings	
One page IPAs in place for relevant pupils and impacting on pupil behaviour and learning	HOS	HOS'/Class Teachers Time and Persistence	December '17  April '18  July '18	Class file monitoring  As seen in Lesson Observations	
Relevant pupils being systematically taught how to and using regulation tools and techniques at school and home	JD	Staff Time and persistence  Additional PPA time for teachers to complete baselines and write goal (Oct '17)	December '17  April '18  July '18	Class file monitoring  Enhanced Opps Meetings  Governors Teaching and Learning committee	

		<p>Additional PPA time for staff to liaise with parents/carers</p> <p>Generic resources added to Communication Stations.</p> <p>Personalised Resources made for individuals.</p> <p>Communication Team time + £50</p>		<p>Progress and Liaison Meetings</p>	
<b>Impact/ evidence</b>					
<p>Relevant pupils will develop and use regulation skills (as measured by regulation recording sheets and evidenced in zig-zag books/progress files)</p> <p>Relevant pupils will use these skills across the curriculum (as observed in monitored lessons)</p> <p>Relevant pupils will use these skills at home</p>					
<b>Evaluation arrangements</b>					
<p>Measurable data on pupils' progress presented to Governors T and L committee Oct '19 and Oct '20</p> <p>Parent voice to record impact for relevant children (as part of end of year pupil outcomes) presented as above</p> <p>Policy reflects new arrangements</p>					

<b>Additional developments 2017-18</b>					
<b>Additional developments</b>	<b>Person(s) responsible</b>	<b>Resources + costs</b>	<b>Key review dates</b>	<b>Monitoring process</b>	<b>Notes on progress</b>
AD Ci) Refine and improve all staffs ability to recognise, analyse and impact on learning	KP	KP 1 staff development day Additional funding for supply attendance (up to £200)	Feb '18	SLLT Governors Teaching and Learning committee	
Di) Review and refine assessment measure for pupils engaged in subject specific learning	BC	AHT time and persistence	Feb '18 May '18	KP SLLT Governors T and L committee	
Ei) Establish networks of support for key stage 5 pupils engaged in Special Access curriculum	MJ/JDW	AHT time and persistence Possible consultancy cost	Feb '18 May '18	KP	
Fi) Review and refine sustainability of holiday club and after school club offer and funding	BS	SBM time and persistence	April '18	KP Governors Resources committee	
Gi) Develop lesson observation moderation within SLD branch of Special Schools Alliance	KP	Agreement of SSA members SSA meeting time	To be decided	Governors T and L committee	
Giii) Consider Challenge Partners as a developmental tool for further school development	BC	Possible membership fee of £2900 AHT time and persistence	March '18	Full Governors meeting	

Hi) Ensure systems and structures are in place to support the autonomy, accountability and sustainability of new senior/middle leaders	KP	SLLT time and persistence	June '18	Full Governors meeting	
Hii) Create a professional development course for class teams	KP	SLT time and persistence  Class team commitment and planning time (covered by specialist teachers)  Supply costs in region of £1200 to cover meeting time across school for 1 year	February '18	Governors T and L committee	
Hiii) Review and refine induction processes for contracted and supply staff	IW	AHT time and persistence	February '18	Governors Staffing committee	
Hiv) Implement a core professional development offer for teachers and teaching assistants	IW	AHT time and persistence  Implications for cost of core offer (will be discussed with staffing and resources committee)	May '18	Governors staffing committee	
li) Develop own specialist supply bank	BS	SBM time	Oct '17	Governors Staffing committee	

lii) Create a staff wellbeing committee	KP	Staff time No financial cost at this point (virement from HT cost centre)	February '18	Governors Staffing committee	
Ji) Develop Master Practitioner specification with Special School Alliance	IW/KP	Agreement of SSA members Possible (shared) consultancy fee	May '18	Governors Staffing committee	
Jii) Establish a regular parent cafe	TBC	1 year costings for café resources (would then be funded separately)	June '18	Full Governors meeting	
Jiii) Develop parent activities/tools to support and enable parents to deliver learning at home	TBC	1 year costings for café resources (would then be funded separately)	June '18	Full Governors meeting	

**Success criteria/evidence**

AD Ci) Pupils make good and outstanding progress within their learning with all staff being able to identify and progress learning

AD Di) Pupils make progress within subject specific learning as measured by new assessment tool

AD Ei) 2 networks are established and meeting regularly (with Glyne Gap support)

AD Fi) Funding and offer in place to enable clubs to continue running as per demand

AD Gi) Systematic moderation plan in place which strengthens practice across all schools

AD Gii) Glyne Gap joins Challenge Partners or not

AD Hi) Senior and middle leaders are using agreed support structures and are confident and competent in managing new responsibilities

AD Hii) Course structure is in place and beginning to impact on practice and learning

AD Hiii) Induction plan is in place and staff feel equipped to undertake their role

AD Hiv) Core offer is in place and is fit for purpose

AD Ii) Specialist supply bank is in place to support teaching and learning

AD Iii) Wellbeing Committee meets systematically and with purpose

AD Ji) At least 1 Master Practitioner appointed at Glyne Gap

AD Jii) Parents attend and value café

AD Jiii) Parents use and value resources, resources impact on learning

**Evaluation arrangements** (July '18 unless otherwise detailed)

AD Ci) Judgements made at Liaison meetings, notes of class meeting discussions, lesson observations and feedback, teacher and Head of School judgement on team effectiveness

AD Di) Pupil outcomes data within new tool delivered to Governors Teaching and Learning committee Oct '19

AD Ei) Network meeting minutes and views of network members

AD Fi) Financial plan, satisfaction survey from parents

AD Gi) Minutes from Special Schools Alliance meetings, members feedback

AD Gii) Decision made and minuted at Governors meeting

AD Hi) AHT reports to HT, HT report to Governors

AD Hii) Judgements made at Liaison meetings, notes of class meeting discussions, lesson observations and feedback, teacher and Head of School judgement on team effectiveness

AD Hiii) Staff views as expressed in probation year assessment

AD Hiv) Staff training records, Performance Management discussions

AD Ii) Staffing records as presented to staffing committee

AD Iii) HT report to Governors (as informed by Wellbeing Committee minutes)

AD Ji) Staffing records as presented to staffing committee

AD Jii) Parent satisfaction survey

AD Jiii) Parents satisfaction survey, Annual Review meeting minutes