



**Glyne Gap School
SCHOOL DEVELOPMENT PLAN 2023-2024**

**Started September 2023
(To be reviewed January/April/July 2024)**

Monitoring Implementation of the Plan and Evaluating Impact

The implementation of the plan will be monitored (actions ragged) three times a year and reported to Governing Body.

The way in which the impact of the plan, on outcomes and practice, will be evaluated is set out in the termly sections of the plan. There will then be a report to the Governing Body on the impact of the plan three times a year: this will involve ragging the KPIs for each section at the end of terms two, four and six and also writing a commentary in the termly sections of the plan.

In addition, the SLT will make an overall impact judgement on how the initiative has impacted on the school's moral and fundamental purpose.

	Outstanding impact	Good impact	Satisfactory
No. of items judged to have:			

PRIORITIES FOR SCHOOL IMPROVEMENT FROM SCHOOL'S SELF-EVALUATION

Leadership and Management

1.1 To explore the proposal of joining TaSMAT to ensure leadership and governance of the school remains effective and sustainable for the mid to long term, enabling the school to fulfil its moral purpose

Rationale: Over the last year, Governors and school leaders have undertaken significant strategic activity to explore how to maintain effective leadership and governance over a longer term period. The school has approached Torfield and Saxon Mount Academy Trust with a view to joining the trust and this approach was ratified by the DfE in July 2023. This proposal is now being explored as a way for both trusts to maintain and build on their strategic position and moral purpose.

1.2 Use the information gleaned from financial forecasting to ensure the school's financial stability beyond the next 3 year period.

Rationale: The school has been financially well led and managed over a number of years and has delivered an outstanding education to pupils whilst, at the same time, doing so within allocated funds. Financial forecasting identifies that school is not be able to run on current levels of expenditure and maintain a balanced budget. The school needs to maintain a position of financial viability to deliver its moral purpose. Work undertaken as part of the 22/23 plan identifies 2 areas of further work; moderating spend on staffing and seeking to increase income.

1.3 Maximise class based time for teachers.

Rationale: The school has always recognised that its staff are the greatest asset the school has. Class teachers are *the* most valuable resource in delivering the school's purpose both directly and indirectly through their enabling of their class team. It is imperative that school leaders regularly review the impact of workload on both a teacher's presence in class and their wellbeing. Previous work to address this has been a revision of IEP planning and a revision of reporting requirements.

1.4 Ensure leadership of the school's MHEW strategy at all levels

Rationale: The school has always recognised that its staff are the greatest asset the school has. Whilst 81% of staff report that work often has a positive impact on their mental health, we acknowledge that this doesn't happen by chance, needs to be nurtured and periods of poor mental health need support. Without its workforce, the school would be unable to deliver on its moral purpose. For reasons of sustainability and impact, the school's MHEW offer needs to be led throughout the staff team.

1.5 Ensure safeguarding continues to be effective

Rationale: The school sees this as central to its accountabilities and moral purpose. Last year the school completed the East Sussex SLES Safeguarding Audit and Safeguarding Review. To meet this development plan aspiration, the improvements highlighted in those pieces of work will be addressed.

1.6 Ensure staff and family knowledge of supporting online safety keeps pace with pupils' needs and risks

Rationale: The school recognises that as a society technology and social media is progressing at a rapid rate. These advancements provide exciting opportunities for our young people but without the appropriate guidance, support and teaching in place to safeguard, use of technology can put our young people at risk of serious harm. Staff and parents need to know how to identify and reduce risks online and teach pupils how to become good digital citizens.

1.7 Develop a clear home/school offer for our youngest pupils and their families

Rationale: School leaders want to consider the ongoing moral purpose, scope and impact of the school run portage scheme (including the issues of need and impact operational practices and sustainability long term).). School leaders recognise there is a need for a wider review and reflection on our current offer and have begun to reflect on the aims of any home learning

1.8 Redacted for confidentiality

Quality of Education

2.1 To ensure that pupils using *all* and *any* mode of communication make best possible progress.

Over the last 4years the school has focused on developing staff skills and pupils use of aided AAC systems. This has had a positive impact on pupils making progress their expressive and receptive communication. Over a number of years, our school cohort has changed with an increase in the number of pupils are working within or just beyond the engagement profile. These pupils will always require intensive support to facilitate **the bridge to intentional communication; attention and listening skills; and social interaction skills.**

We believe it is essential to enable ALL pupils, regardless of their ability/ mode of communication to have the opportunity to communicate for a variety of purposes, and be supported to transfer these skills as much as possible. Work has already begun to support the Curriculum for pupils working within the engagement profile, and as a school we want to ensure our total communication philosophy is maintained and staff are equipped with the knowledge, understanding and confidence to support these fundamental principles of early communication, to enable pupils to become life long communicators.

2.2 To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy.

Rationale: Literacy and numeracy skills are a skill in themselves and provide a significant bridge to other learning, opportunities and outcomes. This group of pupils remains small within our cohort and each key stage is likely to have (at most) two or three pupils working towards subject specific skills. It is imperative that this curriculum is given time and expertise to enable those pupils to make best progress. The last 2 years have seen us invest in an Early Readers initiative with good impact and plans to further embed. We now want to consider promoting numeracy skills in a similar way.

2.3 To ensure that pupils in key stages 2-4 continue to receive a diverse and motivating Tier 2 curriculum.

Rationale: Post-pandemic, our focus rightly turned to ensuring pupils' wellbeing and their Tier 1 (priority) learning (particularly any 'catch up' required). Our 22/23 pupil outcomes highlighted the impact of this approach. We now want to focus on the implementation of the Tier 2 curriculum to enhance the enjoyment and diversity of pupils' broad curriculum experience and the generalisation of learning.

Behaviour and Attitudes

3.1 Ensure highest levels of behaviour and positive attitudes for all pupils through further developing the reflective practise of class teams (teachers and teaching assistants). This will include streamlining the recording of behaviour incidents, to lessen teacher workload and ensure information recorded is useful.

Rationale: School acknowledges that positive behaviour for learning is a pre-requisite to all other learning and is the biggest barrier to a happy and fulfilled life for a number of our pupils. Staff have all received high quality positive behaviour support training including training in completing a behaviour incident form. We now need to imbed this as reflective practise. In addition we need to move to a streamlined management system.

3.2 To enable pupils who use AAC systems to support their communication, behaviour and attitude to learning show the same levels of achievement *and positive behaviour* at home as they do at school.

Rationale: This outcome was identified as pupils returned to school following the pandemic and this will be our third year of development activity to meet this aspiration. Our Covid catch up assessment suggested that a number of pupils who use augmented and alternative communication *and* who need consistent support to follow an adult-led agenda regressed in terms of behaviour and ability to access learning over lockdown periods. Parents/carers have responded to say they cannot always implement AAC systems that support communication and behaviour at home. 21/22 saw the implementation of a home learning practitioner within the Communication Team who can support families to understand and use AAC in the home setting through a 6 week block of home visits. 22/23 focussed on general themed training for families. This year we will endeavour to support parent/carer training further through partnership working to deliver intensive family support on supporting positive behaviour at home.

Personal Development

4.1 To ensure that all pupils post 16 continue to receive a broad and balanced PSHE/RSE curriculum.

Rationale: the last 2 years have seen significant development of the Tier 1 and Careers education for post 16 pupils following a change in the needs of this particular cohort (with pupils joining from Saxon Mount school). In order to ensure that these pupils continue to receive best opportunities within their PSHE development, we will re-visit the Tier 2/medium term curriculum planning for key stage 5 to support implementation and impact.

