

Glyne Gap School Overview Development Plan 2017 – 2020 (updated July 2018)

This document is a precis of key objectives and the activities that will be undertaken over the next 3 year period to impact on these objectives. Additional activities will be added to years 2 and 3 following self evaluation and review of pupil outcomes.

Context, key actions and timescales can all be seen in our 1 year development plan. In addition, Governors hold an Academy Trust strategic development plan (Items in bold and underlined run across the 3 year strategic plan. Please see annual development plans for key activities and timescales).

<u>Main areas and key objectives</u>	Year 1 2017/18 – key activities	Year 2 2018/19 – key activities	Year 3 2019/20 – key activities
<p><u>Outcomes for pupils</u></p> <p>>Every pupil being as successful and happy in life as they can be as they develop skills to enhance independence, autonomy wellbeing and friendship</p> <p>A – pupils’ achievements B – pupils’ personal & social development (including SMSC), wellbeing and behaviour</p>	<p>Ai) Key stage 4 and 5 pupils will develop purposeful and measurable work skills</p> <p>Aii) Pupils at key stages 3,4 and 5 will improve their functional literacy and numeracy skills</p> <p>Bi) Pupils (for whom it is relevant) will develop skills to manage their own behaviour</p>	<p>Ai) Key stage 4 and 5 pupils will develop purposeful and measurable work skills</p> <p>Aii) Pupils at key stages 3,4 and 5 will improve their functional literacy and numeracy skills</p> <p>Bi) Pupils throughout the school are more independent and autonomous within their work and leisure</p>	<p>Ai) Key stage 4 and 5 pupils will develop purposeful and measurable work skills</p> <p>Bi) Pupils throughout the school are more independent and autonomous within their work and leisure Bii) Pupils throughout the school use their play and leisure time purposefully</p>
<p><u>Provision</u></p> <p>>Creating a climate & capacity at home and at school that supports learning and achievement</p> <p>C – teaching and learning D – curriculum and assessment E - care, guidance, and support F - extra-curricular and extended schools</p>	<p>Ci) Refine and improve all staffs ability to recognise, analyse and impact on learning</p> <p>Di) Review and refine assessment measure for pupils engaged in subject specific learning (in light of new statutory assessment measures)</p> <p>Ei) Establish networks of support for key stage 5 pupils engaged in Special Access curriculum</p> <p>Fi) Review and refine sustainability of holiday club and after school club offer</p>	<p>Ci) Consider how to develop a depth of expertise in Tier 1 PSHE as an essential area</p> <p>Di) Review and refine assessment measure for pupils working between P1 and P4 in light of Rochford report and to enhance plan/do/review cycle</p> <p>Dii) Review Personal Care assessment tool to enhance plan/do/review cycle</p> <p>Ei) Develop a systematic approach to healthcare plans</p> <p>Fi) Establish a school choir</p>	<p>Di) Review Speaking and Listening expanded P level assessment to enhance plan/do/review cycle</p>

	and funding		
<p><u>Leadership and Management</u></p> <p>>Building staff capacity and extending opportunities to all through sustained and systematic professional development</p> <p>>Extending learning in the community</p> <p>G - monitoring and evaluation H - professional development I – buildings, premises and resources J- work with parents, families and others</p>	<p>Gi) Develop lesson observation moderation within SLD branch of Special Schools Alliance</p> <p>Gii) Consider Challenge Partners as a developmental tool for further school improvement</p> <p>Hi) Ensure systems and structures are in place to support the autonomy, accountability and sustainability of new senior leaders</p> <p>Hii) Create and implement professional development course for class teams</p> <p>Hiii)Review and refine induction processes for contracted and supply staff</p> <p>Hiv) Implement a core professional development offer for teachers and teaching assistants</p> <p>Ii) Develop own specialist supply bank Iii) Create a staff wellbeing committee</p> <p>Ji) Develop Master Practitioner specification with Special School Alliance</p> <p>Jii)Establish a regular parent café Jiii)Develop parent activities/tools to support and enable parents to deliver learning at home</p>	<p>Gi) To review and plan for regular external moderation opportunities across a range of areas/aspects, for example lesson observation, pupil progress, evidence of new pre-standards in literacy and numeracy at key stages 1 and 2.</p> <p>Hi) Ensure systems and structures are in place to support the autonomy, accountability and sustainability of new middle leaders</p> <p>Hii) Implement a core professional development offer for teachers and teaching assistants</p> <p>Hiii) Consider a seconded post to SLLT</p> <p>Ii) Consider running a Teacher Apprenticeship</p> <p>Iii) Consider access to animals to promote learning</p> <p>Ji) Develop Master Practitioner specification with Special School Alliance</p> <p>Jii) Support and enable parents and pupils to drive EHC and life planning at key stage 3+</p>	<p>Gi) Invite Special Schools Alliance ASC peer moderation team to visit</p> <p>Iii) Appoint an outdoor learning co-ordinator</p> <p>Iv) Appoint a lunchtime playleader STA</p> <p>Iv)Create an indoor infant shared space</p> <p>Jii) Work in partnership with Boathouse to improve Glyne Gap pupils involvement</p>

Possible considerations:

Added Term 4 2017/18 (following Professional Advisor visit)

- Consider how to develop a depth of expertise in Tier 1 PSHE as an essential area (Year 2) (added to plan)
- Consider role of middle leaders in supporting curriculum development (Year 2) (within Hi)

Added Term 5 2017/18 as an outcome of internal monitoring

- Improve pupils abilities in self assessment by ensuring it is taught systematically and with purpose (Year 3)

Added Term 6 2017/18 as an outcome of EYFS moderation

- Ensure play as an opportunity to develop/deliver learning (Year 3)

Added Term 6 2017/18 as an outcome of internal safeguarding monitoring

- Development of healthcare plans (year 2) (added to plan)

Added Term 6 at SLLT away day

- Increase pupils' understanding of and knowledge in online safety (for consideration in year 3)
- Investigate if and how we will use the Year R baseline assessment (for consideration)