
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).

<table>
<thead>
<tr>
<th>Main areas and key objectives</th>
<th>Year 1 2017/18 – key activities</th>
<th>Year 2 2018/19 – key activities</th>
<th>Year 3 2019/20 – key activities</th>
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<tr>
<td>Outcomes for pupils</td>
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| >Every pupil being as successful and happy in life as they can be as they develop skills to enhance independence, autonomy wellbeing and friendship | A) Key stage 4 and 5 pupils will develop purposeful and measurable work skills  
   Aii) Pupils at key stages 3,4 and 5 will improve their functional literacy and numeracy skills  
   B) Pupils (for whom it is relevant) will develop skills to manage their own behaviour | A) Key stage 4 and 5 pupils will develop purposeful and measurable work skills  
   Aii) Pupils at key stages 3,4 and 5 will improve their functional literacy and numeracy skills  
   B) Pupils throughout the school are more independent and autonomous within their work and leisure | A) Key stage 4 and 5 pupils will develop purposeful and measurable work skills  
   Bii) Pupils throughout the school use their play and leisure time purposefully |
| Provision                    | C) Refine and improve all staffs ability to recognise, analyse and impact on learning  
   D) Review and refine assessment measure for pupils engaged in subject specific learning (in light of new statutory assessment measures)  
   E) Establish networks of support for key stage 5 pupils engaged in Special Access curriculum  
   F) Review and refine sustainability of holiday club and after school club offer | C) Consider how to develop a depth of expertise in Tier 1 PSHE as an essential area  
   D) Review and refine assessment measure for pupils working between P1 and P4 in light of Rochford report and to enhance plan/do/review cycle  
   E) Develop a systematic approach to healthcare plans  
   F) Establish a school choir | D) Review Speaking and Listening expanded P level assessment to enhance plan/do/review cycle |

>Creating a climate & capacity at home and at school that supports learning and achievement

C – teaching and learning
d – curriculum and assessment
e - care, guidance, and support
f - extra-curricular and extended schools
| Leadership and Management | G) Develop lesson observation moderation within SLD branch of Special Schools Alliance  
Gii) Consider Challenge Partners as a developmental tool for further school improvement  
Hi) Ensure systems and structures are in place to support the autonomy, accountability and sustainability of new senior leaders  
Hii) Create and implement professional development course for class teams  
Hiii) Review and refine induction processes for contracted and supply staff  
Hiv) Implement a core professional development offer for teachers and teaching assistants  
I) Develop own specialist supply bank  
ii) Create a staff wellbeing committee  
J) Develop Master Practitioner specification with Special School Alliance  
Jii) Establish a regular parent café  
Jiii) Develop parent activities/tools to support and enable parents to deliver learning at home | 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.  
H) Ensure systems and structures are in place to support the autonomy, accountability and sustainability of new middle leaders  
Hi) Implement a core professional development offer for teachers and teaching assistants  
Hii) Consider a seconded post to SLLT  
I) Consider running a Teacher Apprenticeship  
ii) Consider access to animals to promote learning  
J) Develop Master Practitioner specification with Special School Alliance  
Jii) Support and enable parents and pupils to drive EHC and life planning at key stage 3+ | Gi) Invite Special Schools Alliance ASC peer moderation team to visit }

- G - monitoring and evaluation
- H - professional development
- I – buildings, premises and resources
- J- work with parents, families and others
**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)