

Sir Charles Parsons School Development Plan (summary)

2022 – 2023

School context

Sir Charles Parsons is a secondary special school for young people with severe learning difficulties, profound and multiple learning difficulties and complex learning difficulties and disabilities, between the ages of 11 and 19.

At the request of the local authority the school increased its planned place numbers in September 2021 from 162 to 210. To accommodate the increase in numbers the local authority has worked in partnership with the school to build additional classroom space ready for use in September 2022

The school currently has 210 students on roll.

All students have an Education, Health and Care Plan. Standards on entry to the school are significantly below age related expectations but are in line with what would be expected for young people with these types of needs.

The school population is drawn from across the city of Newcastle. 65% of students are eligible for free school meals and over 27% come from ethnic minority backgrounds. The majority of students travel to and from school by min-bus or taxi.

Attendance across the school is broadly in line with special schools nationally. Whole school attendance for the 2022 23 academic year was 82% with a persistent absence rate of 29%. The school is working in partnership with the local authority and schools across Newcastle to improve attendance.

Historically the school has a very stable staff base with very low turnover of staff. The increase in student numbers over the past two years has led to a significant increase in staffing requirements. Staffing numbers: teachers FTE 31, support staff (various grades and roles across the school) FTE 70.3.

The school was last inspected in 2019, when it continued to be outstanding. Inspectors stated that leaders should continue to ensure that the needs of the most able pupils are consistently well met and that an even greater proportion reach the standards of which they are capable.

Development Plan Context:

The school has experienced a number of challenges over the last 2 years. As with all educational establishments, the school had to make significant alterations to its usual operating systems during the height of the covid pandemic. From March 2020 until July 2021 the school was not able to operate its usual curriculum delivery model. To keep students and staff safe and limit transmission of the virus within our highly vulnerable population, the school implemented a primary model of curriculum delivery. This was very successful, both in limiting outbreaks and transmission of the virus within the setting and in maintaining a cohesive and structured approach to learning both in school and remotely.

This led to the development of a new and significantly different approach to learning and lesson delivery which was appropriate to the situation at the time. While this was highly successful during the time when the school was not able to operate as normal, the limits placed on students were no longer appropriate when restrictions eased. One of the challenges the school faced last academic year was managing the move back to our usual model of curriculum delivery while still managing infection risk and recognising the significant impact the previous year had on the mental health of the whole school population, both students and staff.

Over the past two years the school population has increased significantly, rising from 180 in 2019 to 210 currently. The complexity of student need has also increased particularly around health, medical and emotional needs. The school has had to actively recruit staff at all levels to meet this increased need and this has proved challenging. These staff have joined the school during a time of change and uncertainty, needing support and training to learn the systems, processes and procedures which are integral to the provision of the high quality learning experiences the school delivers for all its students.

To support us to address these challenges, the school development plan for the academic year 2021 – 22 had one objective; to implement a recovery curriculum.

This provided the school with a clear focus and success measures. The secondary curriculum delivery model is now fully reinstated ensuring the delivery of the aspirational pathway for each individual student. Staff across the school understand the curriculum and delivery systems and can support students to achieve aspirational outcomes appropriate to each individual.

We are aware that recovering what we had lost during the 'covid years' is not enough. We need to continually review and refine our offer for students, making the most of the resources at our disposal. Our major resource is our staff and we recognise the impact that appropriately trained, highly skilled and competent staff can and do have on the outcomes for our students. Staff development is our key development priority this academic year. We will be focusing on developing the concept of leadership at all levels with the aim of developing a confident, skilled and self aware workforce who have the skills to support students across the school to fulfil their potential. Staff will also have the skills, confidence and knowledge to further progress the curriculum, ensuring that it evolves to meet the changing needs of our students and ensures that they leave school well prepared for adulthood. The second objective will therefore be developing the curriculum, with a particular focus on careers education and preparation for adulthood.

There will also be a third objective supporting the school's focus on improving attendance, and removing the barriers to attendance which some students and their families are experiencing. The key focus on staff development will support this objective, by ensuring that staff are confident and understand the key issues and their role in addressing these when supporting improved attendance issues. This will also be supported through the curriculum development work which will help to ensure that students and families understand the relevance of school to future life.

<p>Objective1: Staff development – aspirational outcomes for staff.</p> <p>We have an increased number of staff within school and an increased range of roles. Everyone needs to be confident with their role, but also understand and be confident about everyone else's. This will require staff across the school to become leaders in their own areas, whether this is leading themselves or a team, everyone needs to understand the need for accountability, have confidence in their own and others abilities and be able to work with autonomy within individual roles and duties.</p> <p>To do this we need to develop leadership skills at all levels. This will help to develop strong teams across the school, at all levels, across all levels and with agencies and partners outside of school.</p> <p>We will build on good practice already in place – learning observations, triads, curriculum teams, pastoral teams, phase teams. Through the existing appraisal and performance management system we will ensure all staff have the confidence, opportunity and support to progress – to enjoy, learn and achieve.</p>	<p>Impact: Outcomes for students will continue to be outstanding. Staff skills, knowledge and understanding will continue to grow and develop, ensuring that students continue to be provided with research led, high quality learning experiences.</p> <p>Staff at all levels will feel part of a learning community where they will know and recognise their own and others skills and learn with and from each other. They will have the confidence to carry out all aspects of their own job description and identify training needs and interests which would support their future development, improving the expertise and skill base of the staff team. This will be supported by strong middle leader and senior leader teams who will have the skills, training and understanding of leadership and staff development to ensure that all staff have the opportunity to reach their full potential</p>
<p>Evaluation/monitoring – who, how and when</p> <p>Karen Hamilton and David Isaac will lead on the implementation of this objective with support from the senior staff team and middle leaders as appropriate.</p> <p>Success of middle leader development programme will be evaluated through discussion with staff involved and will be evidenced during work scrutiny, through subject development planning, teacher performance management and the success of the appraisal programme for support staff.</p> <p>Feedback will be analysed on appropriateness and success of CPD programme for all staff and staff confidence levels in carrying out all aspects of their role.</p>	<p>Progress update, end of 2022 – 23 academic year:</p>

<p>Objective2: Curriculum development</p> <p>Through the delivery of the middle leader training programme and the school wide focus on developing understanding of leadership at all levels, staff across the school will better understand their role in the development, delivery and intent of the whole school curriculum offer and the impact they can have on outcomes for individual students.</p> <p>All staff will have a deep understanding of the SCP curriculum offer, the links between the desired outcomes of education (DOE's), the aspirational pathways and individual education, health and care plans (EHCP), both for students in their pastoral class and for students they teach or support across the school.</p> <p>Teaching staff will contribute to the ongoing development of the curriculum areas they deliver and will understand how these areas link to outcomes for individual students through the DOE's and EHCPs.</p> <p>All staff will know about, understand and support the cross-curriculum focus on preparing students for life after school through the delivery of an appropriate careers programme linked to individual subject areas as well as what is delivered through the life skills and preparing for adulthood curriculum areas</p>	<p>Impact: The curriculum will be broad, balanced and meet the needs of all learners. The scope and ambition will reflect the national curriculum, but will be delivered appropriately for the needs of the students and will prepare them effectively for life after school. All staff will be confident in their contribution to the development and delivery of the curriculum and will be accountable for providing this in line with their role within the staff team.</p> <p>Staff understanding of the curriculum will ensure that students are fully supported to maximise their achievements appropriate to their pathway, ensuring that all students make at least expected progress and the majority will make greater than expected progress.</p> <p>Students will be engaged, motivated and eager participants in learning which meets their needs, reflects their interests and is relevant to their current and future lives.</p>
<p>Evaluation/monitoring – who, how and when</p> <p>Karen Parker will lead on the overall delivery of this objective, working with phase leaders, curriculum leaders and staff across the school.</p> <p>The delivery of objective 1 will be closely linked to the successful delivery of this objective as staff development is key to ensuring that all staff contribute to and implement the actions required to deliver the curriculum development priorities identified. Evaluation and monitoring of objective 1 will feed into evaluation and monitoring of this objective, but will be additionally supported by scrutiny of subject action plans, tracking of IEP's and student progress across the school, including outcomes and destinations.</p>	<p>Progress update:</p> <ul style="list-style-type: none"> • School is signed up to Compass + self-evaluation tool. • Peter Hunter visit to SCP to liaise with Joanne Maher and Rosie on Careers development at SCP. (Careers Hub Facilitator for SEND Local Enterprise Partnership (LEP)) • Careers Policy written. • Careers provision on school website?

<p>Objective 3: attendance</p> <p>The school has a significant number of young people who are persistently absent from school. We recognise the impact of poor attendance not just on academic outcomes for young people but also for their emotional health and wellbeing.</p> <p>We will work with our students and their families to better understand the barriers to attendance and support them to overcome these barriers, improving attendance across the school and for identified individuals.</p> <p>Staff will be confident in addressing attendance issues sensitively with students and families, holding families to account while being mindful of individual circumstances. Pastoral class staff will be supported by the student support team and the relevant phase team who will access support and training through the local authority and national DfE led initiatives.</p>	<p>Impact: attendance across the school will improve to at least 90% with an aspirational aim of meeting the national attendance levels for mainstream schools.</p> <p>The school will understand the main barriers to accessing school for those young people who are persistently absent and will have a range of strategies and approaches to provide support to overcome these barriers.</p> <p>The school will have strong links with other agencies within the LA and will work in partnership with these agencies to support families and young people to improve attendance at school.</p> <p>Improved attendance will lead to better outcomes for students cognitively, emotionally and socially</p>
<p>Evaluation/monitoring – who, how and when</p> <p>Joanne Maher and Claire Andrew will lead on this objective through their role as phase leaders, working with pastoral teams across the school.</p> <p>Day to day monitoring of attendance will continue to be managed by the admin team. Analysis of this data will be led by Claire and Joanne and informed by input from pastoral teachers. Monitoring of attendance data will be carried out half termly by the leadership group and will be reported on to governors each term.</p> <p>Improved outcomes for individual students will be monitored through assessment data and EHC reviews.</p>	<p>Progress update:</p>