

School development plan summary and progress, academic year 2022 – 2023.

<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>The first year of the middle leader training programme has been delivered successfully to curriculum leaders and senior support staff. No formal feedback or review has been carried out yet, but informal feedback has been very positive and staff involved are keen to continue the programme in the next academic year. The programme has been linked to whole school development initiatives, including the support staff appraisal system, allowing and supporting middle leaders to put skills and knowledge into practice. The support staff appraisal programme is developing as planned and the development of 'quality first supporting' to complement the SCP Quality first teaching (QFT) programme is progressing and providing a framework for focusing and supporting training and development for support staff.</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> <p>The curriculum has continued to grow and develop through planned subject reviews and continued internal and external evaluation of the appropriateness of all aspects of the curriculum to meet the needs of our students.</p> <p>Moderation within and across subjects led by curriculum leaders is developing, supported by the middle leader training programme, improving consistency as well as the identification and sharing of good practice.</p> <p>The careers curriculum is developing well and links across all curriculum and pathway areas.</p>

<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> <p>The school has a well-developed strategy and a range of processes in place to support attendance and identify issues as they arise. Links with agencies outside of school are strong and the school is working proactively to further develop these locally and regionally. Attendance for individuals and for identified cohorts has improved as result of this work.</p>