

Sir Charles Parsons School Development Plan

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 minibus 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</p>	<p>Progress update, end of 2022 – 23 academic year:</p>

performance management and the success of the appraisal programme for support staff. 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.	
Actions (including who is lead)	Milestones including dates and costs
Teaching apprenticeship scheme in place for two members of staff for this academic year.	Our two permanent support staff are currently more than half way through their apprenticeship, having completed their alternate placement with our colleagues next door at St Albans Primary School, now having fourteen weeks of training remaining.
KH and DI will design middle leader training programme adapted from SSAT training materials to make it bespoke to this setting	Plan shared with senior staff team before September 2022, ready for implementation as part of training days in September. Plan built into CPD programme for academic year and shared with all staff at start of term.
Delivery of middle leader training programme to curriculum leads and senior (N6 and N7) support staff. KH/DI with input from senior staff team.	Delivery commence September 2022, ongoing throughout the academic year. (costs: cover for staff to meet, observe and feedback to each other as part of training: .5 cover each week over the year provided by cover supervisor) Creation of school development teams led by senior support staff. Teams in place autumn term and development work ongoing. Senior support staff are able to put into practice leadership skills learned through middle leader training programme. Success monitored through feedback at the end of each term and impact on school systems and student outcomes.
Dissemination of learning and good practice from middle leader training programme into subject teams. Led by curriculum leaders and performance management reviewers.	Staff roles and responsibilities clearly defined and understood by all teaching staff as they relate to the development of subject and curriculum areas. End of autumn half term 1. This will drive curriculum development processes from the second part of the autumn term onwards.
Creation of development programme for teaching staff who have joined the school within the past two years linked to ECT offer. KP/TG lead.	Additional time for delivering this development programme built into timetable for staff delivering the support. (July 2022) (costs:

	<p>additional teaching time required to release key staff 0.5 teacher across the school year)</p> <p>Staff being offered the support and staff delivering aware of the offer and have an overview of what it involves (July 2022)</p> <p>Presentation to trainee teachers at Sacred Heart High School teaching hub, in order to educate about schools other than mainstream and to promote interest. Two trainee teachers from the Sacred Heart teaching programme came to our school on 9th November for initial experiential visit.</p>
Delivery of teacher development programme to commence autumn 2022, linked to middle leader training. KH/DI/KP/TG	<p>Identified staff deliver support through shared planning, lesson delivery and observation of practice. (autumn 2022)</p> <p>Support focused on 6th form initially to support implementation of new curriculum.</p> <p>Review at end of the term with feedback from staff receiving and delivering support.</p> <p>Amend plan and support offer in light of feedback ready for delivery in spring 2023. Repeat for summer term 2023.</p> <p>End of summer 2023 review success of teacher development programme through teacher PM processes, including learning observation and discussion.</p>
Creation of outline plan for support staff development programme for all support staff, but directed at increasing skills base of new staff through shared learning opportunities. Linked to middle leader training. KH/DI/KP/N7 support staff.	<p>Outline plan shared with senior staff team before September 2022.</p> <p>Outline introduced to all staff as part of September training days.</p> <p>Outline plan built into CPD programme for academic year and shared with all staff at start of term.</p> <p>Development of SCP quality first support expectations in progress: Supporting learning competencies in use for observations and as part of appraisal cycle for support staff autumn term 2022. Further competencies in development.</p>
Detailed delivery plan for support staff development programme created and linked to support staff appraisal programme, including observation of practice within the classroom and across all aspects of each job role. KH/DI/KP/N7 support staff	<p>Detailed plan was developed by end of September 2022, ready for implementation as part of CPD offer in the second half term. (costs: time to release staff to meet together to plan: cover for N7 support staff, 2 days cover in total)</p>

	SCP quality first support : supporting teaching competencies checklist in use and shared with staff autumn term and forming the basis of spring term observations of senior support staff.
Delivery of support staff development programme, including training, shared working, observation of practice and mentoring, linked to appraisal programme. (KH and senior support staff)	<p>Identified staff deliver support (autumn 2022)</p> <p>Review at end of the term with feedback from staff receiving and delivering support.</p> <p>Amend plan and support offer in light of feedback ready for delivery in spring 2023. Repeat for summer term 2023. The summer term will begin with another round of senior support staff (N7s) observing our N6 staff in action (without SMT support).</p> <p>End of summer 2023 review success of support staff development programme through appraisal processes, including observation of practice and discussion.</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</p>	
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<p>subject areas as well as what is delivered through the life skills and preparing for adulthood curriculum areas</p>	
<p>Evaluation/monitoring – who, how and when Karen Parker will lead on the overall delivery of this objective, working with phase leaders, curriculum leaders and staff across the school. 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: CA – AHT worked closely with the SEN casework team to develop more effective systems to ensure that the information recording form the EHCP review meetings and the paperwork that is generated captures the updates needed.</p> <p>Clarity over roll out of the new EHCP format to be shared with SLT as it becomes available.</p> <p>Quality assurance of current EHCP reviews and paperwork ongoing.</p> <p>Systems to develop support of pastoral staff before and during the EHCP reviews will ensure the quality of the paperwork produced is increased without a significant increase in the work load for individual members of staff. This will be reviewed for further improvement following the EHCP review meetings this year and in further discussion with SEN case workers.</p>
<p>Actions (including who is lead)</p>	<p>Milestones including dates and costs</p>
<p>A robust careers curriculum will be implemented and delivered to all cohorts of students across the school. The careers programme will be highly adapted to support the careers guidance and education of all learners within school. A clear intent, implementation and impact will be produced stating the purpose of careers at SCP, how it will be implemented and the intended outcomes for all students. (KP/JM).</p>	<p>3 I's document for careers curriculum written and ready to be uploaded onto website.</p> <p>The delivery of careers is timetabled from years 8 onwards as a distinct lesson 'Towards Independence'.</p> <p>Careers curriculum framework linked to subjects and year groups in place December 2022</p> <p>All subject areas identified careers links within schemes of work December 2022</p>

The careers offer at SCP produced and available on the website (careers policy written, how careers guidance is offered, work experience opportunities, transition events, past destinations). (JM)	<p>Careers Policy written and uploaded to website.</p> <p>Supporting information on the implementation of careers created and uploaded to website by Dec 22. (Work experience page · Transition event including destination information published).</p>
To create long term and short-term overviews for the Towards Independence curriculum. Schemes of work written for years 8-14 which are aspirational, sequential and support the development of knowledge over time (KP/JM).	<p>Long term overview of whole TI curriculum written and uploaded onto website.</p> <p>Schemes of work for careers (Towards Independence) written and available on school IT system and website.</p> <p>Review of overviews, curriculum structure and schemes of work undertaken at the end of the summer term 2023.</p> <p>Reviewed and updated curriculum offer in place for delivery in autumn 2023</p>
Curriculum leaders to identify and highlight work related learning within subject schemes of work. (KP/Curriculum leads).	<p>All subject areas identified initial careers links within schemes of work December 2022</p> <p>Development of further work related learning opportunities within subjects explored in spring and summer 2023</p> <p>Development of schemes of work to reflect the increased awareness and focus on work related learning carried out as part of ongoing curriculum review during spring and summer terms ready for implementation in academic year 2023/24</p>
Review the Desired outcomes of education. Staff to have a clear understanding of the link between the DOES, Curriculum and assessment. (KP/CA).	<p>Whole staff review and training autumn term 2022. Working party established to tweak language of DOES. Year groups and pastoral teams updated student pathways document.</p> <p>Focus on DOES and assessment during spring term 2023</p>
All staff to have a secure understanding of the aspirational pathways and have deep knowledge of the aspirational outcomes within each	Whole school staff CPD examining the purpose of the curriculum at SCP and how it relates to the DOES and the student population.

<p>pathway. Staff know which pathway students within their pastoral class and/or teaching groups are in and what the aspirational outcomes are within each pathway and how the curriculum supports the achievement of outcomes. (KP/CA/JM).</p> <ul style="list-style-type: none"> - DOE document on website - DOE document displayed in classrooms. - DOE document shared with parents/stakeholders. - Parents/carers know which outcomes/pathway their child is in/following via information shared at parent's evening/annual; reports/EHCP review. 	<p>Aspirational pathway colours added to pen portrait documentation for pastoral classes.</p> <p>DOE rationale uploaded onto website. A detailed DOE document for each pathway uploaded to website.</p> <p>Teaching staff have completed additional work on how the red pathway students are challenged across the curriculum.</p> <p>Documentation relaying this completed.</p> <p>Spring B and summer term focus will be the blue/indigo/violet pathway with the reintroduction and roll out of Routes for Learning.</p> <p>Information on which pathway their child is following will be added to the forthcoming annual reports.</p> <p>Creation of schematic and display format for DOEs which is accessible to all stakeholders. Exploration and development autumn term 2022.</p> <p>Trial of schematic and review, spring term 2023 with finalised format ready for use across school summer term 2023.</p>
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<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</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>
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who will access support and training through the local authority and national DfE led initiatives.	
Evaluation/monitoring – who, how and when Joanne Maher and Claire Andrew will lead on this objective through their role as phase leaders, working with pastoral teams across the school. 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. Improved outcomes for individual students will be monitored through assessment data and EHC reviews.	Progress update: <ul style="list-style-type: none"> • Actions- met with Ashley Ferguson (Lead Governor for safeguarding linked to attendance) to talk through the school systems for attendance. • Meeting scheduled with Ashley and student support team to provide examples of intervention work which has resulted in improved attendance. • Case studies to be developed to showcase the impact of intervention work on attendance across the school.
Actions (including who is lead)	Milestones including dates and costs
The school will seek support through the DfE funded system leader support programme. This has been supported by the LA. (KH)	Application made July 2022. Initial conversation with DfE September 2022. Awaiting matching with appropriate system leader who will provide input around attendance initiatives. Spring term 2023, initial conversation with system leader.
The school will use guidance provided in the DfE 'working together to improve school attendance' document to inform and develop its approach to attendance. (CA/JM)	Attended live webinars by DfE on School Attendance Guidance Training 5 sessions. DfE Attendance Webinar sessions attended in the summer and autumn terms, content to support school develop their attendance policy. Attendance policy has been drafted and reviewed in line with the DfE documentation. Action plan created describing the steps the school will take to put this guidance into practice – autumn term 2022. This has been

	<p>delayed to allow the school to work in partnership with the LA in developing this strategy ensuring it includes support available through the LA.</p> <p>Work with LA to set up TAS meetings and develop partnership working to address issues such as attendance. In place spring 2023.</p> <p>Work practices within the pastoral support team and office initial response systems reviewed in light of this guidance and the action plan – November 2022</p> <p>Changes implemented – ongoing throughout the year.</p>
The school will work with the LA to make full use of city wide attendance strategies and support available through the city council as part of its attendance programme. This will include shared working across children's services. (CA/JM)	<p>Attendance action plan will reflect changes to school systems as part of this city wide approach and linking with LA support – autumn term 2022</p> <p>Work practices within the pastoral support team reviewed in light of this guidance and the action plan – November 2022. Pastoral support team developing links with external agencies and LA teams to improve the support the school is able to provide or sign post families to. Ongoing throughout year as the LA systems develop.</p> <p>Contact made with SPOC Gary Munday from the local authority on the access and inclusion team.</p> <p>Changes implemented – ongoing throughout the year.</p>
The school will have an attendance policy and an attendance strategy which are fit for purpose, reflect national and guidance and best practice.	<p>Policy reviewed autumn term 2022</p> <p>Strategy developed in partnership with the LA – ongoing throughout the academic year.</p> <p>Resources to be updated and centralised for consistent whole school approach</p>

