



## Sir Charles Parsons School Development Plan 2023 - 2024

### **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 worked in partnership with the school to build additional classroom space ready for use in September 2022

The school currently has 207 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. 67% of students are eligible for free school meals and over 30% 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 85% with a persistent absence rate of 38%. Severe absence was 8%. The school is working in partnership with the local authority and schools across Newcastle to improve attendance. The school has also accessed support through the DfE system leader programme.

Historically the school has a very stable staff base with very low turnover of staff. The increase in student numbers over the past three years has led to a significant increase in staffing requirements. Staffing numbers: teachers FTE 25, support staff (various grades and roles across the school) FTE 106.8.

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.

**Objective: Increase learning outcomes for students on all pathways by:**

- **developing staff awareness and understanding of each pathway and,**
  - **making staff impact on learning outcomes clear and explicit.**

(how what we do, supports learning and how we can do it better, to make learning better for everyone)

Theme 1: Understanding learning

Support all staff to;

- Recognise how learning looks for different students – individuals and cohorts/ pathways
- Recognise learning in different contexts – formal/informal/throughout the school day
- Have the vocabulary to describe what learning looks like for individuals and cohorts
- Recognise the link between staff actions and student learning – see the learning and see what helped the learning happen.
- Reflect on our actions and their impact – be self-reflective
- Reflect on others actions and their impact – be observant.
- Be effective in our recording of learning of all students.

Theme 2: Understanding the curriculum

Support all staff to;

- Develop awareness of how the curriculum supports learning for individuals and cohorts.
- Develop understanding of the sequential journey that all learners are on and ensure all staff are aware of the next steps for the pupils they work with.
- Develop staff understanding of the curriculum as a whole, including the formal and informal aspects and how they relate.
- Develop staff understanding of the aspects of the curriculum they support and how this connects to other parts of the curriculum
- Have the vocabulary to describe the curriculum and its impact on student learning
- Understand and deliver high quality learning which prepares students for life outside school.
- Recognise and reflect on their impact on the delivery of the curriculum and student learning.

All staff should be able to answer this for everything they do:

**Why are we doing this and how do we know it's making a difference?**

Impact:

All staff will have a deep understanding of the curriculum, and will be able to talk confidently about the curriculum opportunities for all students, presenting consistent, coherent and accurate and information to a range of audiences.

Understanding 'why' will improve teaching and learning opportunities for students. When staff understand why they are delivering these activities and learning opportunities and how these link together, staff will be able to offer a better experience to students, helping them to make connections and link learning.

A deeper understanding of the whole curriculum will support cross –curricular links to be made, developed and understood, improving the cohesion of the curriculum.

Staff confidence in understanding, identifying and recognising learning will enable staff to support students to recognise and identify their own learning and help to establish a language of learning across the school which is used by staff, students and parents

A shared understanding of the concept of preparation for adulthood across staff, students' parents and carers will support learning for all students and promote and develop the breadth of skills, knowledge and understanding encompassed within this term. It will also be important to recognise that while not all our students will reach adulthood or have long lives as adults, all our young people have started on the journey to becoming adults and have the right to access the learning, experiences and opportunities this presents.

The sequential journey of learning will be understood for individuals and for cohorts of learners by all staff.

Staff understanding that all parts of the school day are learning opportunities and deeper awareness of the impact of their conscious and unconscious actions and responses on student outcomes will improve the learning outcomes for students on all pathways, particularly during informal learning opportunities.

The focus on developing a shared language for talking about and recognising learning will underpin developments to the peer observation programme, supporting staff to work collaboratively, promoting the sharing of good practice across all staff groups

Actions and Milestones:

This describes how we will achieve the objectives described above. This is a live document which will be updated half termly. Further actions and milestones will be added as work on the objective progresses and progress will be identified through RAG rating.

Actions (including lead)	Milestones(including date, timescale and costs)
<p>Review pathways for all students and implement formal moderation process across the school.(KP with CA and JM)</p>	<p>Student pathway model introduced during whole school training October 2023. Pathway model has clear links between DOEs/EHCPs and student individual targets. Purpose of student pathway model shared with staff. Staff have completed the pathway models adding information including; colour pathway/DOE outcomes/EHCP outcomes, IEPs and additional information from pen portraits.                      Complete by October half term 2023.                      Time for staff to meet to review and moderate – within existing meeting time.                      Further adaptations to student profiles made Twilight 17/6</p>
<p>Develop a common language of learning for each pathway to support the identification of learning outcomes for learners of different abilities and support staff to understand, recognise and record learning for different pathways. (KP, CW and curriculum leaders)</p>	<p>Implementation plan designed by October half term 2023.                      Work with external consultant – costs met from cpd budget.                      Initial 'language of learning' statements developed and trialled during autumn and spring terms. Development of staff understanding of what learning looks like progressed as initial work identified common language across all pathways, but expectation and understanding of how that language was applied was the key development area.                      CPD sessions focusing on learning for different pathways delivered in autumn, spring and summer terms. Staff understanding developing and evidenced in recording of students work and communication between staff. Evidenced in learning observation process.                      Time for external consultant to deliver training to groups and whole staff – may require staff to be released from teaching, but main training included in cpd budget.                      Adjustments made to One Note documentation. Uniform recording system in place for all pathways.</p>

<p>Use this language of learning to improve staff observation, feedback, recording and reporting of learning for all students. (CA, JM)</p>	<p>Teachers learning observation process focused on identifying learning. Progress across year as staff become more comfortable identifying and describing learning for all students.</p>
<p>Further develop assessment processes and practices in line with 'language of learning' developments to ensure progress for students on all pathways is accurately and recorded and all staff are able to identify and describe the progress. (CA, JM)</p>	<p>Moderation twilight in summer term focused on this, bringing together learning across the year.</p>
<p>Review how learning is recorded for students and bring together the range of systems and processes used across the school into a coherent and consistent structure.(CA, JM)</p>	<p>Audit all recording of learning currently taking place across the school.                  Review and develop a standard approach, incorporating the range of assessments practices required to meet the needs of all students – December 2023.                  Trial new system spring and summer term 2024 and review ready for academic year 2024/25.                  Develop use of engagement profile                  Use of one note to review student progress from previous years.                  Moderation twilight.</p>
<p>Develop a culture of reflective practice across the staff team promoted through engagement with the relational and restorative practice model. (KH, KP with support from DI)</p>	<p>Introduction to relational and restorative practice September 2023                  Development of reflective and relational approaches as part of cpd throughout the academic year with a focus on specific techniques and strategies to be introduced across the school. Plan for roll out of this in place by October 2023.</p>
<p>Develop learning observation model to incorporate reflective practice, 'language of learning' and relational practice.</p>	<p>Teachers learning observation process focused on identifying learning. Progress across year as staff become more comfortable identifying and describing learning for all students.</p>
<p>Ensure all staff understand the integrated curriculum model. (KP and curriculum leads)</p>	<p>Introduction September 2023, learning offer shared with staff and uploaded to website. Further training delivered throughout the year. Staff have good understanding of the curriculum model and how it is designed to meet the needs of all learners.</p>
<p>Continued development of careers curriculum and preparation for adulthood, including development of a shared understanding of what this means and relevance for all students, even those who may have life limiting conditions. (KH, KP, JM)</p>	<p>6<sup>th</sup> form curriculum reviewed and views gained from staff and student voice considered. Work experience delivered internally and external placements. This work to continue with specific work related learning written into the 6<sup>th</sup> form curriculum 24 to 25.</p>
<p>Develop understanding of pathways model within stakeholder groups. (KP)</p>	<p>Curriculum offer distributed amongst staff during September training days and training delivered how the curriculum meet needs of all</p>

	<p>pathways. October 2023 – staff across school confident in their understanding of pathways model. Curriculum offer on website.</p> <p>October 2023 – updated information on website.</p> <p>Information shared with parents and other professionals during EHCP review meetings over academic year. Pathway information shared at yr 6 Hadrian’s parents evening and coffee mornings.</p>
<p>Develop understanding of the ‘why ‘ and ‘how’ questions for all curriculum areas and staff confidence in talking about this to a range of audiences.</p>	<p>Training days in September 2023 develop the understanding of what these questions are asking staff to explore and explain, providing all staff with a general understanding and awareness.</p> <p>Why and how questions are written into subject development plans.</p> <p>CPD delivered November 23 to review and further develop all staff understanding of the curriculum/develop staff confidence in talking about the curriculum.</p> <p>Ongoing development and deepening of this understanding for different cohorts of learners for all staff throughout the academic year.</p>
<p>Develop staff understanding of the informal learning opportunities within school – learning outside formal classroom situations - and the importance of utilising all possible learning time. (SLT)</p>	<p>Review of school day and learning opportunities as part of whole staff training in September. Incorporated into reflective practice and relational and restorative practice learning across the academic year.</p>
<p>Develop staff understanding of the role of pastoral time as a continuation of learning for students on all pathways.</p>	<p>CPD session to review and reintroduce the pastoral time expectations – autumn 2023</p> <p>Focus on developing pastoral systems based on these expectations during spring 2024.</p> <p>Audit of success of pastoral systems through LGP drop ins at the end of the spring term 2024</p> <p>Further CPD delivered to whole staff team in Spring 2024 to further develop understanding of pastoral time, how it can be best used to progress learning for students on each pathway and planning time for pastoral teams to develop their use of pastoral time.</p> <p>Audit of pastoral time carried out by LGP and senior LSA’s summer term 2024 to inform future staff development, particularly in relation to support staff development.</p>
<p>Further develop supporting learning competencies with a particular focus on the support pastoral learning support assistants can and</p>	<p>Supporting learning competencies for pastoral support developed in consultation with senior learning support assistants.</p>

<p>should be delivering to students on all pathways throughout the day, not just in pastoral time.</p>	<p>Shared with all staff at CPD session to ensure teachers and support staff aware of expectations. Competencies make it explicit that support should develop across a year group not just a class. Competencies used as a focus for support staff skills development and appraisal process. Understanding of pastoral expectations developed across whole staff team – teachers are better able to direct staff as they have a better understanding of what support staff should and could be asked to do. Support staff require less direction and can be pro-active in their work. This is still in the early stages for some staff who are newer to the role or to the school.</p>