



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 two 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