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 **SCHOOL DEVELOPMENT PLAN – 2020/2021**

Amber – begun and on track

Red – delayed or behind schedule

Pink –planning stage – underway

Green – Completed

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| **Ofsted Inspection Headings** | **Action Point** | **Solution** | **Action/Review Date** | **Responsibility** | **RAG RATING** | **Update** | **Complete** | **Impact** |
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| **Leadership & Management** | **Safeguarding Audit – Staffordshire Safeguarding Board** | To complete Staffordshire Safeguarding Audit by Jan 2020 to identify areas of strength and development | Jan 2020 | HeadDSLs |  | ER completing Audit by Jan 2020.Meeting to discuss findings 6/2/20 at 1pm |  | Audit completed Jan 2020. Action Plan compiled. E-Safety audit completed March 20. EG audited KCSIE 19, Independent Standards & Ofsted framework March 2020.EG & ER to meet to compile into one working document to show progress. This will allow for cross referencing and actions to be standardised across all Audits. |
| **Leadership & Management** | Handover –Look at improving Handover process to be better informed and more user friendly and more secure Risk Management | To meet with Care Manager and Deputy to discuss the impact of poor or late Handovers  | Oct 19 | Head |  | Handover system is more reliable but information shared is not always correct. This does not allow for robust risk management. Care & Management and Head of Education have discussed and will be monitored in new term (1/7/19)Meeting and telephone call with Deputy Manager 16/10 to discuss Impact of being able to effectively plan in readiness for the start of day. Deputy to monitor |  | Handover continues to be better but information not always of benefit to each YP. Head of Education to email Acting Manager to discuss better working practice – ie. Form to be devised as per before to be able to get accurate information?June 2020: Still an issue. To be raised again with Homes Manager (New) on 16/6/20 |
| **Leadership & Management** | EHCP Tracker | To establish review dates and position of each yp ECHP |  |  |  | AG to update original tracker from RS to show overview of YP EHCP plans and their reviewed dates/status |  |  |
| **Leadership & Management** |  |  |  |  |  |  |  |  |
| **Leadership & Management/****Quality of Education** | Learning Walks Termly and minimum 2 observations per year on all staff | To allow for maximum teaching observations to move teaching from Good to Outstanding |  | SIASEN CONSULTANT – ED PYSCHOLOGIST |  | Dr Anwar Hussain undertaking lesson visits for support, observation and advisory for each class teacher & TA. SIA – Lesson Visits Spring Term | Booked 9/9/20 |  |
| **Leadership & Management** |  |  |  |  |  |  |  |  |
| **Leadership & Management** | School Calendar | School Calendar marked at the start of the academic year to note all College Open Days and Careers Events (shared with Care Management for outside of School Hours) | To allow for maximum inclusion at Open Days, Careers Fairs and Vocational events to enhance progression and outcomes | BW |  | BW to identify key dates for school calendar and circulate to staff. ER to copy Key for School Leaders Calendar and transfer to wall chart. |  |  |
| **Leadership and Management**COV-ID 19 Crisis | COVID Risk Assessment needed to establish Risk and shared through staff training. | Risk Matrix to be re- produced with Local Authority and Government Guidelines. | Head to produce latest Risk Matrix and update Contingency Plan |  |  | Contingency plan updated with all COV-ID 19 Guidance. |  | All risk matrix up to date to be read in conjunction with Premise Safeguarding Risk Assessment and Business Continuity Plan.All staff aware and understood 1/9/2020. This keeps children and staff safe at all times whilst in School. |
| **Leadership and Management** | To acquire further premises to be able to reach further young people | Due to COVID, our current outreach for Day pupils cannot take place in the home. Also, at one point last year, we reach maximum on roll. | Head to explore with Regional Manager long term plan for reaching further vulnerable young people. To consider working with DFE & Ofsted to lower age of offer. | PBEG |  |  |  |  |
| **Leadership & Management****Auditing** | KSCIE Sept 2020Teacher Personnel FilesSafeguarding – StaffordshireOfsted FrameworkCurriculumOn Line SafetyIndependent Schools Standards | Full Auditing of all key areas to ensure full compliance and gaps to be identified for action planning |  | EGERAG |  |  |  |  |
| **Display Board** | All display boards and information up todate for Sept 2020 | To allow walls of celebration and information |  | All staff |  | AG to disseminate walls/display boards to staff to complete by Sept 2020 |  |  |
| **Quality of Education/****Personal Development** | Graph System for Life skills Assessments for Distance Travelled, Rewards and Targets achieved | To devise a graph system to capture the termly assessments on life skills, rewards and Targets | To work with staff team to devise a way to capture skills set increase in graph form | JH/KL/ |  |  |  | Life skills tracker to be revisited in Preparing for Adulthood lessons |
| **Quality of Education** | Schemes of Work/Lesson Plans by all staff | Evidence of planning for each 6 weeks to be visible and transparent from all staff at the start of each term. TAs to have copies in their TA files | All staff (holistic, complimentary) to show all planning. Learning Walks will take place every 6 weeks to ensure compliance. | All teaching staff |  | AG to complete checks at the start of every 6 weeks to confirm SOWs are evident and being used in all staff lessons. Records will be kept to show Teacher Standards compliance |  |  |
| **Quality of Education/****Personal Development** | Planned Curriculum Specific Days  | Look at marking year planner with specific dates to highlight importance.  | Wherever possible, allow for curriculum days to incorporate these events and highlight SMSC for celebration and awareness | All staff |  |  |  |  |
| **Quality of Education** | To include as standard pre and post quizzes and end of term quizzes to capture prior, post and long term memory | To ensure positive starting point, quizzes as standardised assessment will highlight retention |  | AG All Teaching Staff  |  | Oversee Compliance and Standardisation | Some units have started to be submitted to IV with this format. AG to monitor |  |
| **Quality of Education** | Pre IV Form reformed to make IV easier and more consistent | New checklist Pre IV form to allow standardising |  | AG |  |  | Completed Aug 2020 | This allows for better understanding of Quality Unit Booklets and standardisation. This enables staff to consider pointers and acts as a checklist. |
| **Quality of Education**KS 3 Curriculum | Due to demand to take younger persons, curriculum needs to reflect KS3 and KS2 – Age Not Stage Review of themes covered to meet needs of younger pupils KS3 7/8 inline with curriculum development | To look at current gaps in our Curriculum for younger learners to make sure we are addressing all areas of learning for national curriculum in readiness for them to return to external schooling | JH/AG/EG DT/BW/MW working on Maths/English/Science gaps that through BKSB or OCN we may not be delivering. Following this, assessment of knowledge in this area and then a bespoke timetable to allow for lessons in these areas. Once information identified, ask LP (IT) to produce us a RAG rating system to capture progress. | JHEGMWKLBWAG |  |  | JH has started with Maths area. Agreed to continue with Science and EnglishApril 2020 | Maths, English & Science now mapped against curriculum offer. RAG formats to be designed by L Prowse to allow us to be able to work with young person to secure their own learning outcome and to visually see the impact. Subject areas to submit their KS2/3 cross referencing/mapping by 18/09/20Review Themes covered by curriculum for younger pupils |
| **Quality of Education** | Further staff training to understand the importance of KS2/3 for younger learners | Further development of KS2/3 curriculum to ensure fully in place for younger pupils as KS3 pupils. Further staff training in relation to the teaching of KS3 curriculum | Understanding how pupils learn, expectations of the previous KS2 learning and outcomes, ensuring breadth and depth.  | EGSIA (Lynda Morgan) |  | Booked 27/8/20 |  | This allows the school to consider our younger learners and how delivery of National Curriculum KS3 will enhance learning when transitioning back into external schooling. It enables staff to ask questions and understand better the KS3 and fill gaps in young persons learning. |
| **Quality of Education** | SOWs standardised to include SMSC, British Values, SRE and the Three I’s | To allow staff to continually think of opportunities to embed these key areas into their teaching and delivery |  | AG |  | AG to monitor on 6 weekly basis or when each SOW submitted for Pre IV |  |  |
| **Quality of Education** | Capturing Opportunities | To allow staff and young people to reflect when ‘new’ opportunities arise in lesson | For staff to recognise additional opportunities of learning when inquisitive minds are present | KL |  | Staff to record at the end of each day in the ‘Capturing Opportunities’ book. This may be added as a leaf or a Raffle reward if exceptional. |  |  |
| **Quality of Education**Work Experience/Volunteering | Work Experience and Volunteering needs to be more prevalent to our offer. | To allow for Pathway Planning and Preparing for Adulthood more Work Experience/Volunteering needs to be part of the curriculum from 14years plus | One Volunteering taken place for Post 16 learner at Cheeky Chimps Nursery. COV-ID 19 stopped all further visits. | BWAG |  | JE has identified potential placements and has produced a booklet for completion. Volunteering unit also to be delivered. JE has produced a Health & Safety checklist – one placement undertaken so far this year but due to current crisis, all on hold. Will incorporate in curriculum for Sept 2020 |  | COVID 19 postponed. Re-visit Sept 2020/21 |
| **Behaviour & Attitudes** | Working with Younger Pupils | Continuation of Peer Mentor Scheme | To allow younger pupils to feel safe in school, continue to use the Peer Mentor Scheme where necessary | KLER |  | AG to monitor in Student Voice allocation of Peer Mentor (currently DC) |  |  |
| **Behaviour & Attitudes** | Support Younger pupils to self-manage their behaviour | To continue with weekly tutorials, rewards, strategy cards and other implementations to allow progress | To reinforce positive behaviours. Consequences and restorative justice through the tutorial system | ER |  | ER to record in tutorials and target set |  |  |
| **Personal Development** | Re-introduction of School Diaries – New My Journeys | To allow a central place for each learner to keep records.More environment friendly and more cost effective to reduce printing, storage etc. | Inclusion of My Day formsEHCP TargetsEHCP DatesPEP DatesTutorial DatesRewards gained | AGGH |  | My Journeys produced and implemented in Sept 2020. To date, excellent feedback from staff and students |  | This further gives structure to the young persons learning plan. It allows positivity to grow through positive My Day recording. It allows young people to develop and take ownership for their own learning. |
| **Personal Development** | Independent School Standards – Protected Characteristics etc | Each SOW to show the cross referencing and links to subject areas on a regular basis. This enhances learning opportunities in all key areas | Teachers/TAs to record on SOW these opportunities | AGAll Teaching Staff |  | AG to monitor as part of Deputy role. SIA and Learning Visits to identify compliance. | Started to embed for first units of Sept 2020 |  |
| **Personal Development/Quality of Education** | Introduction of ECDL ICT Qualification | To consider delivery of everyday use ICT qualification to give life skill set in ICT |  | AG |  | AG to source qualification and to allow delivery through timetabling. |  |  |
| **Personal Development/Quality of Education** | Closing the GAP further resource building | Due to the success of this subject, the staff team felt there were more development they would like to do through resources | KL & CB have requested they develop these for the team as they have enjoyed this. All staff are also responsible for creativity in this area. | KL & CB |  |  |  |  |
| **Personal Development** | More planned guest speakers | Due to COVID restrictions, this has been missed by YPs this year.  | ER to arrange visits with BW to Places of Worship.ER to arrange with KL guest speakers for Student VoiceER to arrange with AG School visits | ER/BWER/AGER/KL |  | Set up by Oct half term 2020 |  |  |
| **Personal Development/Quality of Education** | Sports Facility | To find appropriate off site Sports facility to meet Independent School Standards and needs of young people | ER sourcing local facility |  |  | ER sourced Kingsbury Sports Centre to allow sports to be undertaken inside. They also have a Drama Stage and have offered community activities with our young people |  | First visit 7/9/20Engages young people in community activities, be part of the local community, empowers resilience and Independence. |
| **Personal Development /Leadership and Management** | RSE Updated New Policy | In line with new government guidance, RSE is compulsory in Schools Sept 2020 | AG to update our Policy to ensure compliance by Sept 2020. To be shared with all staff | AG |  |  |  |  |
| **Personal Development** | Amalgamated Consent Forms | To alleviate duplication of forms, new consent form containing all relevant information to be sourced | ER updating over Summer 2020 and then distributed | ER |  | Complete |  | To allow centralised information for staff, SLT etc. To keep all documents in one place, allowing quick access in an emergency. |