

SCHOOL DEVELOPMENT PLAN 2015 - 2016

	Area	What is the current situation?	What is Our Vision?	How do we get there?	Who?	Timescale	RAG
1	Outcomes for pupils						
1	Progress tracking meetings	Progress is tracked but no meetings held between teachers and ELT	Teachers having termly pupil progress meetings with Education Leadership Team.	Termly meeting	ELT	end of each term	Green
2	Internal moderation	Internal peer moderation only occurs in summer term, apart from ASDAN	Teachers to carry out peer moderation across key stages using PACE at the end of each term	Termly	Teachers	end of each term	Yellow
3	Increase in personal progress accreditation post-16	78% of pupils in year 14 achieved accreditation in Personal Progress in 2014-2015	90% of Year 14 to achieve accreditation in personal progress	Teachers to ensure all Personal progress work is completed in time for internal moderation deadline,	Teachers	end of autumn and spring term	Red
4	WRL opportunities	Work Related Learning opportunities for post-16 are limited	To improve Work Related Learning curriculum to include a broader range of vocational opportunities	Update curriculum map to include a broader range of vocational opportunities. Consult with teachers regarding new opportunities for vocational activities.	ELT	end of summer term	Green
5	Baseline of ILS	Woodstock does not have a baseline of independent living skills for every pupil.	To have a baseline of independent living skills (as their annual review comes around).	Using AEPs / Pathways model	AEPs / Post-16 teachers	one year	Yellow
6	Provision maps	Provision maps are being created for a trial group of 4 pupils.	To have a Provision map for every pupil to outline what each pupil's outcomes are and what input they receive to help them reach said outcomes.	AEPs, SALT, OT, Aromatherapy and Music Therapy to create Provision maps for trial group of 4 pupils and then have ongoing meetings to create provision maps for other pupils.	AEPs, SALT, OT, Aromatherapist, Music therapist	Trial provision maps to be completed by Easter. Provision maps for all children to be completed by next academic year.	Yellow

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1	Outcomes for pupils						
7	Monitoring of ILPs	ILPs lack sufficient detail to used for reporting purposes.	ILPs sufficiently detailed to be used for termly reports to parents and as annual/EHCP reports	Training delivered by PR. Full two day training to be provided	PR	Summer 2	
8	Progress in Computing, Science and Music	Progress in Computing, Science and Music needs to improve to be in line with other subject areas.	Pupil to make good progress in Computing, Science and Music	Lesson observations	SL/JS/DH	Commence 18/04/2016	
				Training in lesson planning and target setting for Computing and Music	JM - WS & RP - CO	Commence 18/04/2016	
9	Easy access to therapy goals in centralised location	Teachers are provided with goals by the AEPs, SALT team and OT but these goals are not kept in a centralised, easy to access location.	To have a folder in each classroom outlining the therapy goals for each pupil that teachers and Teaching assistants can access at any time.	AEPs, SALT and OT to create folders	AEPs, SALT, OT	By Easter	

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2	Quality of teaching, learning and assessment						
1	New PSHE/SRE SOW	New PSHE/SRE SOW	To implement the Sex and Relationships curriculum.	Lessons taught every week: review and monitor delivery	ELT/teachers	ongoing weekly lessons	
2	Planning permission	Planning permission for gym / swimming complex	Woodstock site continues to wait for planning permission for a gymnasium and swimming complex. Without the gym complex, the PE curriculum is restricted to certain activities particularly in bad weather. Due to the difficulty in gaining permission we may need to look for alternative environments to teach PE offsite next year.	Planning permission to be approved	Planning /Local Authority	ongoing	
3	SaLT and AEP targets on ILPs	Some ILPs are linked to existing SaLT and AEP targets	ILPs need to focus more on linking to the curriculum and incorporating SaLT and AEP aims	Regular monitoring of ILPs/teachers' meeting	ELT	beginning of every term	
4	Pupils' views	Pupils' views: support needed from SaLT team	Work with the SaLT team to improve each pupils access to contributing their views to their annual reviews. (set up a working party)	SaLT team to lead on pupil voice communication once a term	SaLT/teachers	termly	

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5	External moderation	There is no external moderation process currently, other than ASDAN.	Explore and establish external moderation processes for all pupils' work	External moderation of KS3 - 5 to be completed annually	Teachers	annually	
6	Good/outstanding lessons	Not all lessons are good to outstanding	80% good or outstanding lesson observations across academic year	Underperforming teachers to be put on support plan	ELT	termly	
7	Evidence for summative assessments	No evidence collected at present to support teachers' summative assessments	Evidencing summative teacher assessments	At least two samples of evidence to be uploaded into pupils' electronic assessment files, before being assessed as 'complete' on Bsquared	Teachers / classroom assistants	first 1/2 of each term.	
8	Subject leader files	Subject leaders allocated but currently no subject files in place.	Subject leaders to establish and maintain curriculum leader files	Subject leader handbook provided to all teachers	Subject Leaders and ELT	End of Autumn Term 2015.	

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9	Sharing of initial assessment reports	Initial Assessment Reports which are written for new pupils after 3 months at Woodstock are not currently sent to parents and social workers.	IARs to be sent to parents/social worker.	Schedule to be drawn up	AEPs/EP	Summer term	
10	Meetings re behavioural interventions	Behavioural interventions proposed by AEPs are currently discussed within the team to get other opinions before they are implemented but not in a highly structured way or at a designated time.	For all behavioural interventions to be workshopped by the AEP team at a set time every week, using a set of questions as a basis for discussion to identify strengths and weaknesses of the proposed intervention.	Schedule weekly meetings for AEPs to discuss interventions and come up with list of questions to evaluate proposed interventions.	AEPs	Meetings to begin first week of August	
11	Transition meetings	Transition meetings are organised for most pupils before their arrival at Woodstock, but not all pupils and they are not organised by the same person each time, who knows to invite the relevant people.	For a transition meeting to occur for each pupil before their arrival at Woodstock. Representatives from care, school, SLT and AEP team, parents and social workers to be invited.	Request admin team member to undertake this role.	ELT	October half term	

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3	Personal development, behaviour and welfare						
1	Safer recruitment training for ELT	Some ELT currently untrained in Safer Recruitment	To train ELT team in Safer Recruitment	ELT to complete Safer Recruitment Training	ELT	End of Autumn Term 2015	
2	Safeguarding hot topics	Staff meetings could include Safeguarding 'hot topics' each week.	Incorporate Safeguarding hot topics into weekly staff meetings	ELT to deliver identified hot topics on weekly basis.	ELT	Ongoing.	
3	Awareness re bullying between pupils	Limited awareness and understanding of what bullying between our pupils looks like.	Raise staff understanding and awareness of bullying between our pupils.	1. Agree to a definition of what bullying looks like for our pupils. 2. Whole school meeting to share definition (Friday meeting). 3. All staff to log incidences of suspected bullying. 4. Leadership to monitor	ELT to monitor	Established by the end of the academic year.	
4	Parent engagement	SaLT and education staff meet individual parents through transition meetings and annual reviews but this is not an effective way to reach the wider community.	Closer working with parents	Trial 2 workshops 1) Supporting comprehension (to include the difficulties our pupils have, objects of reference and symbol timetables etc. and a basic Makaton introduction) 2) How to help students get their message across Communication books, PECS etc.	SLT	Summer 2	
				Coffee morning to be offered to the parents.	SL	Summer 2	
5	Careers advice P14	Many pupils have not received careers advice.	All P14 pupils to receive annual independent career advice.	Appoint independent careers advisor and commission annual visits.	SL/DC	Summer 1	

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6	Signage	Signage around school is in print which is not accessible to our pupils	Signage to include PCS symbols	SaLT team to identify appropriate signs and work with maintenance to add symbol labels through the site	SaLT team and maintenance	Started over summer break, Autumn Term completion 2015	
7	AAC	AAC (augmentative and alternative communication) knowledge and use of sign and symbol in school is good but could be improved re consistency. Objects of reference are not always embedded so well.	Consistent use of AAC across all school teams (Makaton, communication books and PECS, Objects of Reference) Further training re OORS and development of Kisimul OOR vocabulary.	Sign: ongoing support to school through sign a week, signs in Friday staff meetings, induction training, top-ups through INSET etc. Symbols: support from SaLT team re resources OORS – revisit in SaLT training and work with class teams on Kisimul vocabulary	SaLT team SLT team SLT team with class teachers	Already exists, ring-fence and continue Service already exists, ring-fence and continue SaLT training (Spring 2016) Service already exists, ring-fence and continue through regular discussions with teachers	

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4	Effectiveness of leadership and management						
1	Leadership capacity	Capacity within the current leadership team is stretched	Restructure of senior leadership team	Proposal to director level. Recruit as appropriate	Board of Directors and ELT	Autumn term	
2	Tracking of post-16 pupils re ILS	3 post-16 pupils have their progress currently tracked for the ILS	All post-16 pupils will have progress tracked for the ILS curriculum	Introduce progress charts to all post 16 teachers	Post 16 teachers and leader in charge of post 16	By Spring Term	
3	Teachers' peer observations	Only teachers under a support plan carried out peer observation for 2014-2015	All teachers to have the opportunity to observe peers delivering their subject.	Subject leaders to carry out observations once a term	Class teachers	On going	
4	Sharing of school self evaluation	School self evaluation should be shared with parents	Self evaluation document open to parents	Put it on the website	Directors and Head Teacher	End of Autumn term	
5	Short-term absence: contact staff	Short term absence is high amongst staff who work in direct contact with pupils	Aim for at least 90% attendance of school staff having direct contact with pupils	Monthly attendance meetings and tight monitoring of the attendance policy	Head teacher, Assistant Head and ELT	End of academic year	
6	Seeking views of staff and parents	Staff and parent questionnaires have not been completed and returned: need to seek views of all users	Take account of all users' views in planning for development	Circulate questionnaires to staff via staff meeting and parents at annual reviews	ELT/SaLT team/teachers	Autumn term	
7	Raise competence of RSWs in classrooms	RSW classroom training forms part of their induction but is not repeated.	RSWs working in classrooms are able to move pupils forward with their learning	Training for RSW in the classrooms needs to be repeated and consolidated.	ELT	Summer	

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4	Effectiveness of leadership and management						
8	Management Information System	MIS has been purchased and is in the initial stages	MIS gives easy and instant access to school data allowing retrieval and analysis of information.	Continue to upload data and resolve broadband issues resulting in slowness of service	ELT/ ADMIN/ AEP/ SALT/ AT	ongoing	
9	Joint working between education and residential	There is capacity to improve joint working between the teams; the waking day curriculum needs to become embedded in the care setting.	Joint working between education and care leads to better information sharing and outcomes for pupils	Continue with meetings and offer training to care staff relating to the waking day curriculum.	ELT/ Senior Care Mgmt	ongoing	