

Teaching and Learning

Introduction:

This School Development Plan is a working document used to set priorities and monitor progress throughout the year. It is a draft development plan from July 2018 to July 2019, which will be submitted to the Governing Body for discussion and approval on 5th October. The Summary of Key Aims incorporates the outcomes of the Ofsted Inspection in May 2018. Following publication of the Inspection Report, a Development Day was held in July 2018 including all staff. The governing body has actively worked to ensure the recommendations are in full accordance with the guidance given as recommended by the DFE. The body has actively recruited to expand and strengthen the leadership team. The Senior Leadership Team comprises a newly appointed Head Teacher, Assistant Headteacher and SenCo.

Summary of Key Aims			
School Improvement Focus Area	Key Aims	Progress/Strengths	Areas For Further Development
Leadership and Management	The proprietor and governors strengthen support for the Headteacher to enable her/him to have sufficient time to lead and monitor the quality of the school's work	A new SLT is in place (September 2018) The following new staff in post (September 2018): New experienced Headteacher in post Assistant Headteacher with responsibility for Maths and Science Experienced lead teacher in Maths, Economics and Business Studies Experienced Art teacher	Music teacher to be appointed

		Vocational Tutor Mentors (July/September 2018) New Administrator appointed (August 2018))	
	Leaders implement their plans to improve the provision for therapy and counselling to further help pupils who have more complex needs	Occupational Therapist (July 2018) Music Therapist (October 2018) Psychologist (September 2018) Agency SALT (June 2018) SENCo appointed internally to coordinate and ensure all students benefit from the wider range of therapies available (September 2018)	Recruitment of permanent SALT
	The curriculum is strengthened, particularly in developing pupils' numeracy and scientific knowledge, skills and understanding	Recruitment of head of science and maths Recruitment of maths teacher	Recruitment of Music teacher
	Staff to take ownership of their specialist curriculum area	Curriculum led by Assistant Head ensuring all areas are consistent and monitored by the Headteacher and the Governors	Staff to attend relevant training provided by awarding bodies whenever it is available.

	Leaders implement their plans to ensure that there are more opportunities for pupils to achieve a wider range of accredited qualifications that better prepare them for the next steps in their education, training or employment	Senior leadership have articulated the range of accreditation of offer, made possible by the recruitment of staff skilled in a wide range of curriculum areas. Plans for every pupil to have at least 5 accredited outcomes	Be ambitious in developing the offer, working with Careers advice and external partners .e.g. local colleges
	The training that is provided to staff improves their teaching skills and enables them to more effectively meet their pupils' specific learning needs	The Assistant Headteacher is an advanced skills teacher and is leading the training and modelling in teaching and learning. He is also incorporating the best practice in Assessment for Learning.	To take advantage of appropriate external training available
	Leaders refine the school's assessment processes, including how they evidence the progress that pupils make, so that they can more effectively track pupils' progress across the curriculum	The Headteacher and Governors are leading the process in making sure that there is evidence of progress, by carrying out learning walks and work scrutiny. For example a Governor carried out work book scrutiny in Science and report provided (September 2018)	Continuous monitoring and scrutiny to continue each half term and feedback to be given to teachers and the appropriate stakeholders.
	Staff follow school policies consistently	Policies have been reviewed. Particular attention was given to KCSIE 2018. Safeguarding training was provided at the start of term to ensure policy is adhered to and roles and responsibilities clear. (September 2018)	Behaviour Policy, including Rewards and Sanctions, to be reviewed and updated (October 2018)

		New mobile phone policy was reviewed and implemented (September 2018)	
Teaching, Learning and Assessment	Challenge pupils more and have consistently high expectations of pupils and the quality of work they should be producing Have consistently high enough expectations of the quality and presentation of pupils' work.	A culture of expectation has been implemented' where students respond with enthusiasm to their learning and the expectations placed on them. Quality of work is improving – see workbook scrutiny in Science (September 2018)	Ensure cycle of Observations and Scrutiny is embedded in provision and feedback is followed up.
	Use the information that they have about their pupils to plan more effectively and make sure that their resources and teaching strategies better meet pupils' different needs and abilities Make consistently effective use of each pupil's individual education plan.	Appointment of a SECO has enabled the school to map out the needs and starting points of each student. (September 2018). IEPs are being created, ensuring appropriate differentiation is built into lessons.	Progress here needs to be monitored consistently by the Headteacher and Governors on a termly basis.
	Apply assessment policy consistently	Assessment policy and practice is now in place and students are aware of what they need to do to improve (September 2018). Dialogue between students and staff regarding homework is improving.	This is being developed and impact needs to be measured. Take advantage of the different ways to record and track pupils' progress and effort, such as through the use of observation, technology or photography. This is work in progress.

	Supporting adults to consistently provide skilled classroom support e.g. by questioning pupils deeply and intervening to keep pupils on track. Staff to model literacy skills well, whether orally or in writing	Teacher modelling and coaching. Further training provided for mentors on how to support in the classroom. Teachers reinforce basic spelling, grammar and punctuation, as well as developing pupils' reading and speaking skills.	Units of L3 diploma in Supporting Teaching and Learning Schools available to support staff. This training will help mentors to better understand how to support students in the classroom. Use of the right balance of ICT and written work, especially to support those students who have writing difficulties.
Personal Development Behaviour and Welfare	Developing even more positive learning habits, for example consistent promptness to lessons.	Already improved (September 2018). Students now arrive on time to classes and are engaged. This is because lessons are better structured and the expectations have been articulated more clearly.	This needs to be sustained and evidenced by ongoing monitoring
Outcomes for pupils	To produce high quality work in all subject areas, including maths and science	Attainment in Functional Skills Literacy and Numeracy (July 2018) is appropriate to individual pupils. Higher quality work witnessed (September 2018) Good practice in all areas is being shared among staff (September 2018)	Monitoring to continue through scrutiny and lesson observation.



School Development Plan - Summary of Progress

2018-2019

	To provide opportunities for pupils to develop basic numeracy and problem-solving skills in mathematics and across other subjects.	Strong teaching in Maths is now taking place, since the appointment of a new maths teacher. Maths being embedded across the curriculum.	Continued monitoring Headteacher/Governors
	Ensure teaching approaches meet pupils' needs and build on what they can already do and provide challenge	Detailed formative assessment taking place, with new marking policy (September 2018)	Continued monitoring Headteacher/Governors