



**Linden Lodge  
School**

A Specialist Sensory & Physical College

# Linden Lodge School Development Plan

## SEPTEMBER 2020- AUGUST 2021



## Context

The priorities of the School Development Plan for 2020-2021 have been identified through robust self-evaluation by the leadership team which has been moderated and challenged by the Headteacher of Linden Lodge School

These priorities were judged as accurate by the school link inspector, governors and other stakeholders working with the school. The priorities have been identified under the Ofsted framework headings of quality of education, leadership and management, personal development, behaviour and welfare and pupil outcomes and embrace the national priorities of ensuring schools place is an increasing focus on the development of curriculum and assessment to ensure pupils needs are fully met.

Progress against the plan will be reported in each Headteacher's Report to Governors and through the work of the self-evaluation committee. The plan is reviewed in full and updated annually. Copies of the plan are given to the Governing Body and every member of the school staff. A summary is made available to other stakeholders on request and is on the school website.

The plan is based on four overarching principles:

- Moving the school from Good to Outstanding in all areas
- Building a sustainable outstanding provision
- Building capacity in leadership
- Ensuring Linden Lodge is focused on continuous self-improvement

*"Learning and Growing Together"*

## 1. THE QUALITY OF EDUCATION

THE QUALITY OF EDUCATION											
Objective	Action	Accountability	Responsibility	Success Criteria/ Impact	Evidence	By when	Progress on this Objective- Rag rating	Resources	Date		
What are we trying to achieve?	What do we need to do to achieve it?	Who is accountable	Who is responsible	What will it look like when it's done?	How will we know we have achieved the objective?		Red – progress not evidenced Amber – partially completed Green Completed	What resources do we need to achieve it?	Nov 2020	Mar 2021	June 2021
<b>Ensure and evidence that the 'Welcome Back' curriculum meets the needs of pupils returning post -COVID</b>	<p>Curriculum offer adapted to support pupils' re-integration back to school.</p> <p>Clear expectations in place for all school stakeholders on how the 'welcome back' curriculum will be translated and implemented into the classroom provision.</p> <p>A whole school risk assessment in place to ensure that safety measures defined by the government are fully understood by all stakeholders and embedded into the daily provision.</p> <p>An interim assessment process identified and implement during the re-integration phase so that</p>	<b>DR</b> <b>MG</b>	<b>MG</b> <b>NS</b> <b>PP</b> <b>DV</b> <b>MK</b> <b>KJ</b> <b>MB</b> <b>AA</b> <b>LG</b>	<p>Pupils transition back to school effectively.</p> <p>Pupil needs and strengths are re-assessed and drive the next steps in learning.</p> <p>Each pupil has got Personal Learning Goals Map that captures learning priorities each term.</p> <p>All staff and the wider school community can articulate and demonstrate an understanding of the 'welcome back' curriculum.</p> <p>Risk assessment in place that sets out key safety measures</p>	<p>Parents and pupils staff survey confirm that pupils transitioned effectively.</p> <p>100% of pupils have completed well-being plans.</p> <p>100% of pupils have completed PLG's.</p> <p>95% of staff can confidently articulate the recovery curriculum.</p> <p>Completed and signed of AR.</p>	<b>Jan 2021</b>	<p>'Welcome back' curriculum mapped out for every pathway and phase.</p> <p>Curriculum overview introduction during the Inset day.</p> <p>Pupil skills and needs baselined using MAPP and Engagement Profile.</p> <p>PLG set up and agreed for every pupil.</p> <p>A risk assessment completed and shared with all stakeholders.</p> <p>Intervention plan in place.</p>	<p>Leaders to be released to complete the mapping out activity.</p> <p>Training for all staff on the 'welcome back' curriculum.</p> <p>Teachers to complete the baseline assessments and PLG's.</p> <p>Leaders to audit pupils' strengths and needs. Leads to identify intervention</p>			

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	pupils' strengths and needs can be re-assessed and clear next steps identified.			and working practices to ensure a safe learning and working environment for all.  MAPP and Engagement Assessment in place for every pupil to support the reassessment process.  Specific interventions in place to support pupils with specific learning priorities.	All pupils have expected assessment frameworks in place (in line with school pathway).  95% of interventions impacts pupils' progress. This is to be evidenced in Earwig, AR's, pupil work, reports and assessments.		Specific guidance on what T&L looks like for every pathway/Ks/phase confirmed.	priorities and agree an intervention plan.  RA training for all staff.  Leads released to complete T&L guides for 'welcome back' curriculum.			
<b>Ensuring the curriculum offer and progression is understood, effectively</b>	Mapping out exercise of the curriculum offer across pathways, key stages and departments to ensure	<b>DR MG</b>	<b>MG NS PP DV MK</b>	Classroom provision supports progression across pathways, key stages and departments.	Curriculum booklets completed. All teachers can confidently	<b>January 2021</b>	Curriculum booklets developed for every pathway by middle leaders and signed off	Leaders released to complete mapping out exercise.			

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<b>embedded and implemented across all of the curriculum pathways in all key stages and phases.</b>	<p>clarity of expectations and high aspirations.</p> <p>Defining curriculum subjects across all pathways.</p> <p>Monitoring and evaluation of planning systems across all pathways to ensure systems reflect key stage to key stage progression and offer differentiation for all students.</p> <p>Regular triangulation of evidence across all pathways to understand teaching and learning trends across the school.</p> <p>Formal and informal observations of teaching and learning across the school.</p>		<b>KJ MB AA LG</b>	<p>All staff demonstrates clear knowledge and understanding of how to support pupil progression.</p> <p>Planning is effective and ensures progression, differentiation and personalised learning.</p> <p>Effective evidence in place that captures how the school/classroom provision supports pupil progressions.</p> <p>All middle leaders triangulate the evidence effectively and report to senior team and school governance.</p>	<p>describe the content.</p> <p>95% of support staff can describe the pathway/department they work within.</p> <p>Planning case studies in place that highlight progression and differentiation.</p> <p>Staff survey – 95% of staff confirms their understanding of pupils' progression.</p> <p>Teaching and learning across the school shows 75-95% of full or partial</p>		<p>by senior team and governors.</p> <p>Each subject content is mapped out per key stage.</p> <p>Planning is adapted and evidence progression across key stages and phases.</p> <p>Planned training days that support staff reflection and evaluation against the progression guidance for each pathway, phase key stage.</p> <p>Robust and evidence led reporting cycles in place – this is led by the middle leadership team and overseen by senior leaders.</p>	<p>Fund to prepare and print curriculum booklets.</p> <p>Inset days planned for all staff.</p> <p>Inset day resource prepared for staff training.</p> <p>Leaders leadership time to complete termly reports.</p> <p>Leaders time to engage in formal and informal</p>			

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	Regular training in place (via Inset Days and weekly training sessions) across the school year focussing on curriculum progression and mapping out the curriculum offer within each subject, pathway, key stage.				engagement in lessons. T&L report captures strengths and development points per pathway.  100% of observed teaching is good or outstanding (in line with Ofsted framework).			monitoring and evaluation exercises.  Funds for additional training for key staff across the school.			
<b>Ensure the quality of teaching is consistent, that good teaching is moved to outstanding and that the use of the additional adults is maximised and effective.</b>	Development of regular and robust monitoring and evaluation system by the in middle and senior leadership team.  Regular observations of teaching and learning via formal and informal learning walks – this to be carried out by key middle	<b>DR MG</b>	<b>MG NS PP DV MK KJ MB AA LG</b>	Outstanding teaching practices across all phases, key stages and pathways.  Teacher and teaching teams that regularly engage in self-evaluative and reflective process.	Teaching and learning across the school shows 75-95% of full or partial engagement in lessons. T&L report captures strengths and development	<b>On-going</b>	Clear reporting framework and system developed for the whole school.  Termly reporting cycle adopted by all middle leaders and signed off by the senior team.	Time to develop frameworks and templates for reporting.  Time to develop the yearly calendar with key events and			

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	<p>leaders alongside senior leaders.</p> <p>Quality of teaching and learning report produced at the end of each term with key strengths and next steps identified.</p> <p>Specific feedback shared with teaching teams following the learning walks/lesson observations.</p> <p>Use of the engagement profile in formal lesson observations, alongside the mentoring and coaching framework, to engage teachers in self-evaluation and self-reflection and discussion focussed on pupil learning and outcomes.</p> <p>Developmental action plans in place for teachers and teaching teams that require specific class support.</p>			<p>All pupils make outstanding progress and have access to personalised and differentiated learning in and outside the classroom.</p> <p>All staff embrace coaching discussions that improve teaching and learning practices in the school.</p> <p>Engagement profile that is embedded into the teaching and learning practice through assessments, formal and informal observations.</p> <p>All teachers and teaching teams progress through</p>	<p>points per pathway.</p> <p>100% of observed teaching is good or outstanding (in line with Ofsted framework).</p> <p>Staff survey confirming that 95% of staff are confident in using engagement profile to support T&amp;L in their classroom and to self-reflect on own practice.</p> <p>100% of teachers using developmental</p>		<p>Yearly calendar confirmed and signed off by the leadership team with key reporting deadlines and monitoring cycles.</p> <p>Confirmed schedule of formal and informal lesson observations.</p> <p>Confirmed coaching framework for lesson observation.</p> <p>Confirmed framework for the use of engagement profile during formal and informal lesson observations.</p> <p>Quality of education/teaching and learning report in place for every term.</p>	<p>deadlines included.</p> <p>Admin team time to support development of resources and setting up of the reporting systems.</p> <p>Time to prepare the reports and engage in a cycle of reflection.</p> <p>Time to develop monitoring schedule and monitoring timetables.</p>			

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	<p>Maximising the impact of additional adults in classroom training (via Inset days) to improve pupil communication, independence and cognition – this to be planned for the Inset days.</p> <p>Performance Development framework in place where teachers and teaching teams identify joined/team targets related to teaching and learning priorities in class.</p> <p>Additional planning and preparation time for teachers with the expectation of engaging in a research enquiry project over the academic year.</p>			<p>development action plans and achieve their professional goals.</p> <p>All teaching teams embrace the research enquiry and this improves the teaching and learning practice across the school.</p> <p>Development Action Plans in place for specific teachers and teaching teams.</p>	<p>action plans improve their teaching practice.</p> <p>100% of staff completed PD targets.</p> <p>100% of staff engages in action research.</p> <p>PD targets show clear links to SDP.</p> <p>100% of staff make progress within their PD objectives.</p>		<p>Effective developmental action plans in place.</p> <p>PD framework confirmed and in place for all staff.</p> <p>Research enquiry guidance shared and supports performance development for all staff.</p>	<p>Time to engage in PD discussions.</p> <p>Additional time for research enquiry in and out of class.</p>			
<b>Ensure school has evidence that</b>	Transitions framework in place for the whole school and linked to termly cycles.	<b>DR MG SN</b>	<b>MG SN MG</b>	Effective evidence in place that is collated and jointly developed	95% of staff confirm via survey that	<b>January 2021</b>	Confirmed and mapped out transition plan for all leavers.	Admin team support to develop, share			



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transition planning is effective.	<p>Survey carried out with school stakeholders to capture the effectiveness of transition planning. This to include parents, carers, governors, teachers, external and internal therapists and professionals, pupils (where appropriate).</p> <p>Highlight successes and effectiveness of transition planning through pupil case studies.</p>		PP DS MK	<p>by the leadership team.</p> <p>Completed surveys, analysed and shared with all stakeholders.</p> <p>Successes, strengths and development points identified and shared.</p> <p>All pupils are supported well internal and external transitions.</p>	<p>transitions are effective.</p> <p>95% of parents and carers confirm that the transition planning and implementation is effective.</p> <p>100% of pupils transition to next destinations effectively.</p>		<p>Individual transition plans in place for specific pupils.</p> <p>Developed and completed surveys.</p> <p>Case studies in place highlighting the effective transition planning and delivery.</p> <p>Transition reporting shared with all stakeholders.</p>	<p>and gather school surveys.</p> <p>Time to complete the surveys for school staff and pupils.</p> <p>Admin team support to gather the necessary evidence.</p> <p>Time to analyse gathered information.</p>			

## 2. BEHAVIOURS AND ATTITUDES

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<b>Ensuring behaviour plans are developed collaboratively and that the school has evidence of their impact</b>	<p>Behaviour Plan template agreed and signed off by all stakeholders.</p> <p>Multi-agency support team meetings scheduled for the year where pupil plans are reviewed and agreed on in collaboration with class teams, parents and therapy team.</p> <p>Robust monitoring and evaluation process in place to ensure the plans are up to date and embedded into the daily provision for pupils.</p> <p>Lesson observations and learning walks to capture the plans in action.</p>	<b>DR MG SN</b>	<b>MG SN PP DS KM</b>	<p>Robust behaviour plans in place that combine the views of the team around each pupil.</p> <p>Behaviour plans reviewed regularly and shared with all stakeholders.</p> <p>Behaviour plans that support pupil needs and access to learning.</p> <p>Behaviour data is gathered, analysed and reported to school governance.</p>	<p>All pupils requiring the plans, have these in place.</p> <p>100% of plans prove effective and impact pupil engagement and learning in school.</p> <p>Lesson observations capture plans in action.</p> <p>100% of pupils achieve well in lessons.</p>	<b>January 2021</b>	<p>Confirmed and signed off a behaviour plan template.</p> <p>Confirmed cycle of evaluation of pupil behaviour plans.</p> <p>Confirmed schedule for multi-agency support team meetings.</p> <p>Middle leaders involved in monitoring and evaluation process.</p> <p>Middle leaders involved in gathering information and reporting evidence.</p> <p>Confirmed schedule for termly monitoring and evaluation cycles.</p>	<p>Time to develop and confirm the behaviour plan template.</p> <p>Time to develop monitoring and review schedule and cycle.</p> <p>Admin time to set up MAST meeting schedule and maintain meeting notes.</p> <p>Time to gather and analyse the data.</p>			

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<b>Ensure the school has a strong evidence base of the ongoing effectiveness of their management of behaviour.</b>	<p>Complete staff surveys.</p> <p>Complete pupil surveys where possible.</p> <p>Complete parent/carers surveys.</p> <p>Evidence captured via multi-agency support team meetings.</p> <p>Regular reporting system in place focussing on behaviour data and attitudes to learning.</p> <p>Pupil case studies highlighting effective behaviour management system in school.</p>	<b>DR MG SN</b>	<b>SN MG MK DS PP KM</b>	<p>Effective evidence in place capturing the behaviour support across the school.</p> <p>Termly reports capturing the behaviour data and analysis shared with school governance.</p> <p>Pupil case studies that highlight success stories and capture behaviour support for all students.</p> <p>Middle leadership team driving the evidence gathering and reporting to school stakeholders.</p>	<p>100% of pupils behave well and engage in learning effectively.</p> <p>100% of pupils make progress across all curriculum areas.</p> <p>Surveys confirm that 95% of staff feel confident in supporting pupil behaviour and engagement in lessons.</p>	<b>November 2020</b>	<p>Evidence gathering system confirmed and in place.</p> <p>Cycle of reporting confirmed with clear roles and responsibilities around gathering of the evidence.</p> <p>Termly reports in place.</p> <p>Inset days planned for and confirmed.</p> <p>Pupil case studies in place.</p>	<p>Time to gather necessary information.</p> <p>Admin support with maintaining the evidence and gathering information on the school system.</p> <p>Time to prepare and develop case studies.</p> <p>Time to analyse information</p>			

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	CPDL opportunities for staff related to behaviour for learning.			Inset days offering additional training opportunities for staff.  Staff demonstrates clear knowledge and understanding of how to support pupil behaviours effectively.				and prepare reports.  Funding for additional staff training.  Admin support to develop training materials.			

## 3. PERSONAL DEVELOPMENT

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<b>Ensure the school has evidence of the effectiveness and impact of their offer and provision for pupils' personal development.</b>	<p>Audit of pupils' interests and skills that is matched with extra-curricular activities.</p> <p>Pupil surveys carried out and case studies prepared capturing their experiences of accessing extra-curricular activities.</p> <p>Regular reporting in place, highlighting the % of pupils accessing extra curriculum activities in school.</p>	<b>DR</b> <b>MG</b>	<b>MG</b> <b>SN</b> <b>MK</b> <b>KM</b> <b>PP</b> <b>DS</b> <b>MB</b> <b>KJ</b>	<p>Clear evaluation and statement capturing effective personal development provision for all pupils.</p> <p>Pupils make outstanding progress with their personal development.</p> <p>Curriculum booklets that effectively capture personal development offer across pathways, key stages and phases.</p>	<p>Parent/Pupil (where appropriate) survey confirms interests and skills.</p> <p>100% of pupils have their needs met through extra-curricular activities.</p> <p>100% of pupils and parents</p>	<b>January 2021</b>	<p>Surveys developed and available.</p> <p>Surveys undertaken and feedback analysed and reported to school stakeholders.</p> <p>Appropriate actions agreed and implemented effectively.</p> <p>External review of the curriculum booklets.</p>	<p>Admin support to develop and create surveys.</p> <p>Admin and leadership time to analyse and produce reports and gather evidence.</p> <p>Time to develop curriculum booklets.</p>			

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	Extra-curricular/booklet available to all stakeholders.			Stakeholders' voice captured, this drives the personal development provision across the school.	confirms effectiveness of extra-curricular activities.			Time for relevant school leaders to undertake curriculum audits and reports.			
<b>Ensure there is evidence of the effectiveness and impact of the schools has Implementation of the new RSE guidance and that the school achieves the Rights Respecting Schools award</b>	<p>The RSE policy developed alongside the school stakeholders.</p> <p>The RSE offer mapped out across pathways, key stages and phases.</p> <p>RSE impact captured via surveys, lesson observations, learning walks and pupil voice.</p> <p>RSE consultation dates set up for pupils, parents, staff.</p> <p>RRS award applied for and achieved.</p>	<b>DR MG</b>	<b>MG NS MK PP DS SB KM</b>	<p>Completed RSE policy, available on the website and signed off by the governors.</p> <p>RSE offer mapped out and embedded within curriculum booklets.</p> <p>RSE offer delivered by school staff to all pupils.</p> <p>Pupil developed skills and understanding within the RSE area well.</p>	<p>All staff are confident in facilitating RSE sessions.</p> <p>100% of staff and parents are aware of the RSE content and delivery.</p> <p>Pupil, parent, staff survey confirms that 100% of pupils engage in RSE education.</p>	<b>July 2021</b>	<p>Draft RSE policy in place.</p> <p>Consultation dates confirmed for parents, carers, pupils, staff and governors.</p> <p>RSE mapped out for every pathway, key stage and phase.</p> <p>RSE sessions planned for, delivered and audited.</p> <p>Audit of content delivery by middle leadership team.</p>	<p>Time to develop RSE policy.</p> <p>Time to develop consultation programmes.</p> <p>Admin time to support the distribution of the information.</p> <p>Time to map out the RSE offer.</p>			

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				RRS award achieved by July 2020.			Action plan in place and confirmed for RRS award. This to be led by an allocated leader.	Time for auditing, analysis and reporting.  Time to gather the information supporting the RRS application.  Time for RRS assessment. Confirmed assessment day.			
<b>Enhance the use of voice of the family and pupils and show evidence of its impact on change in the school</b>	Capture pupils and families' feedback via surveys.  Ensure regular cycle of reviews on pupil and parental voice embedded into the termly framework.	<b>DR</b> <b>MG</b>	<b>MG</b> <b>PP</b> <b>DV</b> <b>MK</b> <b>NS</b> <b>KJ</b> <b>MB</b> <b>AA</b> <b>LG</b>	Enhanced collaboration with all parents and families.  More opportunities for sharing feedback and information with parents and families.	95% of families confirms via surveys effective collaboration with the school.		Develop and complete surveys.  Analyse the data and create action plans.  Link the parent and pupil voice to evaluation	Time to develop, share and gather surveys.  Time to analyse the data and			

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	<p>Involve middle leadership team in capturing the feedback and implementing actions following the analysis.</p> <p>Clear action plans in place following pupil and parent feedback.</p>		MC SB	<p>Planned sessions for pupil feedback that focus on reviewing specific aspects of the school provision.</p> <p>Joint collaboration amongst all stakeholders to enhance the school provision.</p>			<p>of the school provision and pupil outcomes.</p> <p>Middle leaders involved in capturing the feedback and implementing the next steps.</p> <p>Regular parent meetings to share information and gather feedback – this to be embedded into the yearly calendar.</p>	<p>prepare action plans.</p> <p>Time to schedule whole school parent meetings.</p>			
<b>Develop and evidence the effectiveness of the school's careers programme, apprenticeships on preparation for adulthood outcomes destination of pupils.</b>	<p>The Careers policy and Programme defined and in place – available via a booklet and a policy.</p> <p>Careers lead in school identified.</p> <p>Vocational offer evidenced via case studies, regular reports, learning walks and observations.</p>	DR MG	MG MK	<p>Careers offer effectively mapped out through careers booklet.</p> <p>Vocational offer in place that is personalised to pupil interests and skills.</p> <p>Effective reporting in place, led by P16 and carers leader.</p>	<p>100% of families confirms their understanding of the careers programme.</p> <p>All staff can confidently explain the careers programme.</p>	October 2020	<p>Agreed and signed off careers policy.</p> <p>Confirmed and signed off vocational offer.</p> <p>Regular reporting to school stakeholders.</p> <p>Vocational profiles developed for all pupils from key stage 3 to key stage 5.</p>	<p>Time to develop the policy and the vocational offer.</p> <p>Admin time to complete analysis and reporting.</p> <p>Additional funding for</p>			



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	<p>Vocational pathway/preparation for adulthood available for all students from key stage 3.</p> <p>Clear careers programme shared via a school website and careers policy.</p> <p>Apprenticeship programme defined and clearly presented to all stakeholders.</p>			All staff in P16 demonstrate clear understanding of careers offer and vocational programme.	<p>100% of pupils make informed choices related to vocational pathways and work experiences.</p> <p>100% of pupils at the end of Ks3 have vocational profiles in place.</p>		<p>Regular auditing of the careers and vocational offer.</p> <p>Clear information shared via a school website.</p>	<p>careers training.</p> <p>Time to complete auditing and information gathering.</p> <p>Admin time to upload the necessary information onto the school website.</p>			
<b>Ensure the school has evidence of the use and impact of the Gatsby Benchmarks and preparation for adulthood outcomes</b>	<p>Robust review and monitoring of the carers offer against pupil outcomes.</p> <p>Destinations report available on the school website.</p>	<b>DR MG</b>	<b>MG MK</b>	<p>Effective progress towards meeting the Gatsby benchmarking evidence and captured through reporting, careers policy and vocational offer and pupil case studies.</p> <p>Pupil make outstanding progress</p>	<p>The school meets the statutory compliance related to the Careers Programme.</p> <p>100% of pupils have their</p>	<b>December 2020</b>	<p>Audit of the progress made against the Gatsby benchmarks.</p> <p>Clear next steps and action plan identified and implemented.</p> <p>Evidence gathered to capture the careers</p>	<p>Time for auditing, analysis and information gathering.</p> <p>Time for producing case studies and</p>			

PERSONAL DEVELOPMENT											
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What are we trying to achieve?	What do we need to do to achieve it?	Who is accountable?	Who is responsible?	What will it look like when it's done?	How will we know we have achieved the objective?		Red – progress not evidenced Amber – partially completed Green Completed	What resources do we need to achieve it?	Nov 2020	Mar 2021	Jun 2021
	Regular cycle of reporting in place.  Establish partnerships with local businesses to enhance the vocational offer.			against their vocational outcomes.	destinations confirmed in spring term.  100% of pupils engages in meaningful work experiences. The school develops at least 5 new partnerships with local businesses to support work experience.  100% of pupils make progress within their vocational pathways.		provision and vocational offer.  Careers lead completed the necessary training.  Effective partnership established amongst with the local businesses to enhance the vocational offer.  Regular cycle of reporting on pupil outcomes.	reports on pupil progress.  Funding for gaining the necessary qualifications by the careers lead.  Time to establish links with local businesses.  Admin time to support of necessary documents and resources.			

## 4. LEADERSHIP AND MANAGEMENT

LEADERSHIP AND MANAGEMENT											
Objective	Action	Accountability	Responsibility	Success Criteria/ Impact	Evidence	By when	Progress on this Objective- Rag rating	Resources	Date		
What are we trying to achieve?	What do we need to do to achieve it?	Who is accountable	Who is responsible	What will it look like when it's done?	How will we know we have achieved the objective?		Red – progress not evidenced Amber – partially completed Green Completed	What resources do we need to achieve it?	Nov 2020	Mar 2021	June 2021
<b>School has external evidence that the governance and safeguarding of the school is effective (Governance and safeguarding reviews and action plan etc.)</b>	<p>Gather evidence of the safeguarding review in school.</p> <p>Highlight the successful practice via pupil case studies.</p> <p>Plan additional training for new to school safeguarding officers.</p>	<b>DR MG</b>	<b>SN DR MG</b>	<p>All information is gathered and clearly presented.</p> <p>Staff CPD needs identified as whole school training needs and individuals.</p> <p>Inset Day 1 in September focused on Safeguarding training/updates.</p>	<p>The school confirms compliance within Safeguarding procedures.</p> <p>100% of staff completes My Concern training.</p>		<p>External review evidence.</p> <p>Audit of staff CPD needs completed and training needs identified.</p> <p>Planned inset day for September 2020.</p> <p>CPDL programme with clear evidence that its</p>	<p>Funding for additional training for new safeguarding leads in the school.</p> <p>Audits of staff skills and CPD needs.</p>			

<b>LEADERSHIP AND MANAGEMENT</b>											
<b>Objective</b>	<b>Action</b>	<b>Accountability</b>	<b>Responsibility</b>	<b>Success Criteria/ Impact</b>	<b>Evidence</b>	<b>By when</b>	<b>Progress on this Objective- Rag rating</b>	<b>Resources</b>	<b>Date</b>		
<i>What are we trying to achieve?</i>	<i>What do we need to do to achieve it?</i>	<i>Who is accountable</i>	<i>Who is responsible</i>	<i>What will it look like when it's done?</i>	<i>How will we know we have achieved the objective?</i>		<i>Red – progress not evidenced Amber – partially completed Green Completed</i>	<i>What resources do we need to achieve it?</i>	<i>Nov 2020</i>	<i>Mar 2021</i>	<i>June 2021</i>
	<p>Consider use of 'my concern' as a central system for safeguarding in school.</p> <p>Annual review of Safeguarding procedures in line with the government guidance.</p> <p>Termly monitoring of pupils attendance, amongst various indicators alongside multi agency team set up.</p> <p>School attendance target monitored via termly cycles. Clear individual attendance and welfare action plans in place.</p>			<p>Planned transition of the safeguarding system to 'my concern'.</p> <p>Safeguarding policy reviewed and updated in September 2020.</p> <p>Multi-agency monitoring and referral system in place for monitoring pupil attendance.</p> <p>All absences are identified early with clear action and support plans in place for pupils and their families.</p>	<p>100% of staff completes KCSIE 2020 update.</p> <p>100% of staff uses My Concern.</p> <p>100% of staff confirm confidence in using My Concern.</p> <p>The school meets 94% of whole school attendance target.</p> <p>100% of unauthorised absences have evidence in place.</p>		<p>addressing needs of whole staff and individuals confirmed.</p> <p>Updated Safeguarding Policy.</p> <p>Consideration of 'my concern' safeguarding system with a clear action plan attached to it.</p> <p>Meeting schedule in place for monitoring attendance and pupil welfare.</p> <p>Termly monitoring, reporting and intervention cycles – this to involve multi-agency team, safeguarding team and senior leadership team.</p>	<p>Admin time to analyses and collate.</p> <p>Funding identified for CPD programme.</p> <p>Time to update policies.</p> <p>Time to complete 'my concern' action plan.</p> <p>Admin time to gather and maintain the evidence.</p> <p>Time to complete case studies.</p>			

LEADERSHIP AND MANAGEMENT											
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What are we trying to achieve?	What do we need to do to achieve it?	Who is accountable	Who is responsible	What will it look like when it's done?	How will we know we have achieved the objective?		Red – progress not evidenced Amber – partially completed Green Completed	What resources do we need to achieve it?	Nov 2020	Mar 2021	June 2021
	<p>Clear framework for attendance monitoring in place.</p> <p>Appoint new members of the governing body.</p> <p>Offer regular trainings to all governors.</p>			<p>Clear framework in place for all stakeholders.</p> <p>Provide home based teaching support so that pupils' less than 75% attendance are at least expected.</p> <p>Further improve the attendance figure benchmarking against similar schools and making sure that drop in attendance is referred up and dealt with promptly.</p> <p>Knowledgeable and confident governors.</p> <p>All governors are able to explain the school provision and</p>	<p>100% of pupils missing school improve their attendance.</p> <p>All governors engage in regular school visits and learning walks.</p>		<p>Framework set up and in place for monitoring attendance and implementing specific/individual action plans.</p> <p>Confirmed appointment of the governors.</p> <p>Confirmed training schedule.</p>	<p>Admin support for monitoring attendance.</p> <p>Admin support to set up meetings.</p> <p>Termly attendance data analysis.</p> <p>Admin support to set up meetings.</p>			

LEADERSHIP AND MANAGEMENT											
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What are we trying to achieve?	What do we need to do to achieve it?	Who is accountable	Who is responsible	What will it look like when it's done?	How will we know we have achieved the objective?		Red – progress not evidenced Amber – partially completed Green Completed	What resources do we need to achieve it?	Nov 2020	Mar 2021	June 2021
	<p>Offer regular school visits and learning walks to school governors.</p> <p>Continue with regular reporting top the governing body.</p>			<p>curriculum pathways with confidence.</p> <p>All governors provide challenge to the SLT related to the following areas: quality of education, leadership and management, behaviour and attitudes, personal development, safeguarding, Covid 19 safety.</p>	<p>The school appoints at least 2 new members of the governing body.</p> <p>The school provision continues to grow.</p>		<p>Confirmed visits schedule.</p> <p>Confirmed cycle of reporting.</p>	<p>Admin support to maintain communication and calendar invites.</p> <p>Funds to book additional training.</p>			
<b>Develop the role of Middle Leaders in monitoring evaluating and reporting on their areas of accountability and responsibilities and demonstrate evidence of their effectiveness</b>	<p>Clearly defined middle leadership team in the school.</p> <p>Developed leadership handbook with clear roles and responsibilities identified.</p>	<b>DR MG</b>	<b>MG DR</b>	<p>Confident an effective middle leadership team that drives the school provision and leads on the evaluation process across phases, key stages and pathways.</p>	<p>All middle leaders can confidently speak about their area of responsibility.</p> <p>All middle leaders monitor,</p>	<b>July 2021</b>	<p>Confirmed leadership team.</p> <p>Mapped out structure with clear roles and responsibilities.</p> <p>Confirmed leadership handbook with monitoring, evaluation</p>	<p>Time to develop leadership team booklet.</p> <p>Time to develop leadership calendar.</p>			

<b>LEADERSHIP AND MANAGEMENT</b>											
<b>Objective</b>	<b>Action</b>	<b>Accountability</b>	<b>Responsibility</b>	<b>Success Criteria/ Impact</b>	<b>Evidence</b>	<b>By when</b>	<b>Progress on this Objective- Rag rating</b>	<b>Resources</b>	<b>Date</b>		
<i>What are we trying to achieve?</i>	<i>What do we need to do to achieve it?</i>	<i>Who is accountable</i>	<i>Who is responsible</i>	<i>What will it look like when it's done?</i>	<i>How will we know we have achieved the objective?</i>		<i>Red – progress not evidenced Amber – partially completed Green Completed</i>	<i>What resources do we need to achieve it?</i>	<i>Nov 2020</i>	<i>Mar 2021</i>	<i>June 2021</i>
	<p>Monitoring, evaluation and reporting framework defined.</p> <p>Leadership days planned for and set up within the yearly calendar.</p> <p>CPDL opportunities available for the middle leaders linked to areas of responsibility, interests, skills and development aspects.</p> <p>Middle leadership team involved in termly cycle of evaluation, gathering evidence and reporting to school stakeholders.</p> <p>Weekly middle and senior team meetings.</p> <p>Middle leaders to have additional mentoring and</p>			<p>Defined roles and responsibilities across the leadership team.</p> <p>Monitoring, review and reporting cycles effectively embedded into the yearly calendar.</p> <p>Effective distributed leadership across the school.</p> <p>Well used leadership team meetings.</p> <p>All deadlines met.</p> <p>Training opportunities enhance leaders' skills, interests and impact positively on school provision.</p> <p>Middle leaders that are confident in using mentoring and</p>	<p>evaluate and review their pathways/area of responsibility regularly and effectively.</p> <p>100% of staff confirms effectiveness of CPDL.</p> <p>100% of staff highlights progress within PD objectives.</p> <p>All middle leaders improve confidence in using coaching skills.</p>		<p>and reporting cycles and templates.</p> <p>Established meeting calendar for the leadership team.</p> <p>Confirmed CPDL programme to the leadership team.</p> <p>Reporting templates developed and adopted by all leaders.</p> <p>Regular cycle of reviews in place.</p> <p>Individual mentoring sessions scheduled with all middle leaders each week (this to be led by line managers).</p>	<p>Admin time to support preparation and maintenance of reports and evidence.</p> <p>Time to action and complete cycle of reviews.</p> <p>Additional funding for CPDL.</p> <p>Time for individual mentoring sessions.</p> <p>Admin support with creating calendar invites for meetings and</p>			

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	coaching sessions with an external lead.			coaching skills in every aspect of their role.				leadership sessions.  Admin support to set up sessions.  Additional funding factored to support the coaching sessions and training.			
<b>Ensure that the leadership and management of support staff is effective in all classes and subjects</b>	<p>Teacher handbooks defined and shared with teams.</p> <p>Maximising impact of additional adults in class training available to support staff during inset days.</p> <p>Performance development framework in place for all staff setting out clear</p>	<b>DR MG</b>	<b>MG SN PP DS MK</b>	<p>Pupils make outstanding progress across communication, cognition and independence skills.</p> <p>Teachers drive the classroom provision and effectively line manage their teams.</p> <p>All staff engage effectively in PD cycles.</p>	<p>100% of pupils make progress across curriculum areas.</p> <p>100% of teaching is good to outstanding.</p> <p>All staff completes</p>	<b>Marc h 2021</b>	<p>To develop and confirm teacher handbook.</p> <p>Clear PD and line management framework in place.</p> <p>Develop planning guidance for all teachers and teaching teams across pathways, key stages and phases.</p>	<p>Time to develop handbooks.</p> <p>Teacher meeting time to introduce the handbooks to all.</p> <p>Time planned for auditing, information</p>			



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	<p>expectations and responsibilities.</p> <p>Regular learning walks and lesson observations to capture how additional adults support teaching and learning.</p> <p>Specific feedback shared with teams on learning walks/observations findings.</p> <p>CPDL offer linked to areas for development for staff.</p>			<p>All adults demonstrate great understanding of how to effectively support pupil learning in and out of class.</p> <p>All staff make progress within their PD objectives.</p> <p>Lesson observations capture the effective use of additional adults in classes as a strength.</p> <p>Planning support and reflect effective use of adults in class to support differentiation and personalised learning.</p> <p>CPDL opportunities have a positive impact on teaching and</p>	<p>their PD objectives.</p> <p>Lesson observation show that 95% of staff supports pupils learning and engagement effectively.</p>		<p>Audit the use of other adults in class, analyse the data, develop an action plan and implement the next steps.</p> <p>Regular feedback shared with all teams.</p> <p>Action plans in place, regularly reviewed, for teams requiring additional support.</p> <p>Confirmed inset days focussed on maximising the impact of all adults in class to support pupil learning.</p>	<p>analysis and action planning.</p> <p>Time to develop PD framework.</p> <p>Admin time to support with maintaining, sharing and gathering information.</p> <p>Admin support to develop inset day resources and organise the day.</p> <p>Whole school meeting time for feedback.</p>			

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				learning provision in classrooms.							
<b>Ensure there is an evidenced SEF, accurate priorities and effective action plans for both Early Years and Sixth Form and end of year evaluation shows impact</b>	<p>Clear monitoring, evaluation and evidence gathering framework in place.</p> <p>Cycle of reporting agreed on and shared amongst the leadership team.</p> <p>Every leader in school to develop an action plan for their area of responsibility linked to SIP.</p> <p>Evidence gathering system in place, regularly monitored and updated. This to be kept in a central and secure location on the school drive.</p>	<b>DR</b> <b>MG</b>	<b>MG</b> <b>PP</b> <b>DS</b> <b>MK</b>	<p>Effective monitoring, evaluation and information gathering system in place.</p> <p>Cycle of reporting meet the deadlines.</p> <p>All reporting shared with governors in a timely manner.</p> <p>All leaders develop and drive their action plans.</p> <p>Clearly understood roles and responsibilities across all departments.</p>	<p>Reporting deadlines are all met.</p> <p>All stakeholders can confidently and knowledgeably describe the school provision.</p> <p>Action plans are completed and highlight progress within the year.</p>	<b>July 2021</b>	<p>Confirm cycle of reporting.</p> <p>Confirm reporting templates and roles and responsibilities around completing the required documentation.</p> <p>Support for middle leaders to develop action plans.</p> <p>Confirmed roles and responsibilities across the leadership team.</p> <p>Effective way of gathering SEF evidence on the central school system.</p>	<p>Time to develop reporting framework.</p> <p>Time to develop templates.</p> <p>Time to develop action plans.</p> <p>Admin time to maintain and gather SEF evidence.</p> <p>Time to develop line management and leadership structure alongside roles and</p>			

<b>LEADERSHIP AND MANAGEMENT</b>											
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<i>What are we trying to achieve?</i>	<i>What do we need to do to achieve it?</i>	<i>Who is accountable</i>	<i>Who is responsible</i>	<i>What will it look like when it's done?</i>	<i>How will we know we have achieved the objective?</i>		<i>Red – progress not evidenced Amber – partially completed Green Completed</i>	<i>What resources do we need to achieve it?</i>	<i>Nov 2020</i>	<i>Mar 2021</i>	<i>June 2021</i>
								responsibilities . Admin support to develop necessary resources and share information.			