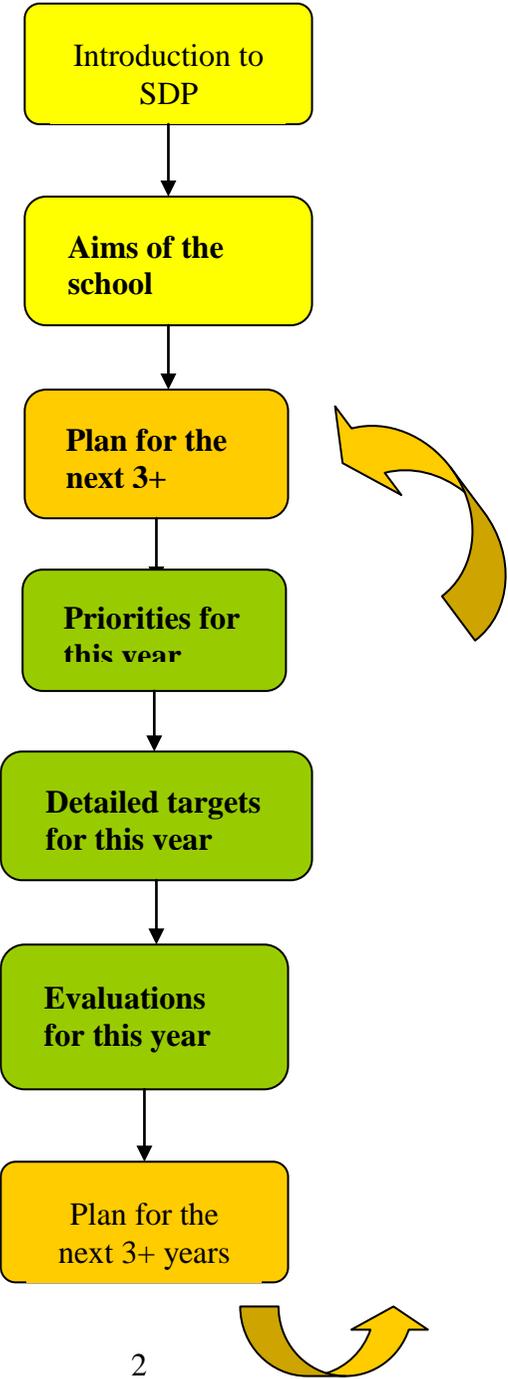# THE MILESTONE SCHOOL DEVELOPMENT PLAN

2014 – 2015

Written: July 2014

Flow chart describing the organisation of the School Development Plan document.

Introduction to SDP

Aims of the school

Plan for the next 3+

Priorities for this year

Detailed targets for this year

Evaluations for this year

Plan for the next 3+ years

INTRODUCTION

In order for pupils to achieve their targets for improvement this year, school has to ensure the conditions are correct. We have to systematically plan for pupil improvement, and the School Development Plan (SDP) is the document that puts our plans into action, and ensures the school makes progress over the next year or so. Three main issues guide the SDP -

- the schools aims and objectives;
- new initiatives from the Government or other sources; and
- actions we have decided to implement following the evaluation of last years SDP and our OFSTED SEF.

The School Development Plan is divided into sections.

Section One reminds us of our aims. It is important to bear these in mind when we are planning, as they represent what we want to achieve for our children in the long term.

Section Two sets out the school's plans, in general terms, for the future. These will be evaluated every year and updated as necessary, but they help to steer us in the right direction, and help us to apportion our targets over a realistic period.

Section Three concentrates on the detailed plans for the coming year. The plan includes what we want to achieve (Targets); Who will be responsible for seeing them through and what impact we are aiming for. Following these sections, the specific activities or actions are placed into the box which identifies which term the work will be completed. Section two also identifies the most important targets for the year, which we have called our priorities.

The plan is evaluated at the end of the school year when the targets should have been met. Staff and Governors meet together for a review day, where they assess their overall performance in meeting the set targets. To do this they make use of the numerous evaluations that have been going on during the year, as well as observations they have made themselves. The important part of the evaluation and review, is that it acts as a vehicle for setting the targets for the following years SDP.

The targets are listed under 4 main headings, which relate to the areas the Ofsted Framework, which OFSTED will use when they next inspect us. These headings are:

1. **Quality of teaching**
2. **Quality of leadership and management**
3. **Behaviour and safety of pupils**
4. **Achievement of pupils**

These headings have been further broken down by staff, so that we are sure which targets we need to put into which sections. These are as follows.

1.Quality of teaching
- Teaching - Clarity of objectives
    Knowledge of pupil need
    Personalisation and differentiation
    Lesson content/activities
    Pace/style/delivery
    Specialist strategies
- Assessment for learning and recording -
    Accurate and comprehensive individual records
    How assessment links to teaching and learning
- Curriculum - reflects aims of school
    breadth and balance
    appropriate/relevant content
    personalised learning
    pupil support
    effectively organised
    extra curricular

2.Quality of leadership and management
- Staffing
- Resources
- Accommodation
- Extended services and interagency working
- Finances
- Communication
- Strategic planning
- Self evaluation processes to monitor overall effectiveness and efficiency
- Capacity for further improvement
- Pupil, Parent and Stakeholder voice

3.Behaviour and safety of pupils –
- Attitudes to learning
- Social, Emotional, Spiritual, cultural etc
- Interpersonal skills
- Life and social skills
- Independence skills
- Personal, Learning and Thinking skills

4.Achievement of pupils
- Pupils' abilities in relation to comparable norms – pupil targets
- Individual Pupils' progress overtime and cohort of Pupil's progress
- Pupils' knowledge compared to schemes of work and curriculum access [i.e. to what the school curriculum says they ought to know]
- Pupils' competence and achievements in the basic skills
- Pupils' spiritual, moral, cultural, and social development, and behaviour
- Equality of opportunity
- Links with others –Parents / Industry/work experience / Community / Agencies within school / Liaisons with other schools / Students

SECTION ONE

SCHOOL CHARACTERISTICS AND AIMS

Characteristics of the school
For full details see school SEF
In brief –

- 308 pupils with a range of learning difficulties including SLD, ASD, MLD with additional difficulties, PMLD.
- We are a Specialist Special School for SEN [Communication and Interaction].
- We are members of the Gloucester Partnership of Primary Schools [GSP] and G15 [Gloucester City Secondary Schools Partnership]
- Pupils are aged 2 – 16 years and are placed into 4 Departments – Early Years & KS1/KS2/KS3/ KS4.
- The school has a wide range of staff expertise including 3 Advanced Skills Teachers, 2 SSAT Lead Practitioner LSWs and 1 Lead teacher for PSHEE
- We are an NVQ 2 and 3 delivery and Assessment Centre
- The school specialises in using the structured approach to teaching based upon TEACCH
- We are a Total Communication School
- We provide outreach and advisory work to a wide range of mainstream and special schools
- We have a strong record of multi-agency working to provide a holistic service to pupils and their families delivered through our Support for Learning Team

Please see SEF for further details

School aims - background

It is important that at the heart of the school there is a broad, balanced and relevant curriculum which is accurately translated into what we are all here for - CHILDREN'S LEARNING and WELLBEING. School Development is a shared effort - a partnership between all those it concerns. Between us, we should aim to constantly promote the school and improve its excellent reputation. Through high expectations and standards, school should give children the opportunity to participate in all appropriate aspects of school life and in relevant activities within the local community.

We should ask ourselves how the children would benefit from what we do, and therefore find its real value. This document is used as the basis of all our curriculum development and planning, so that we constantly remind ourselves why we are here.

MISSION STATEMENT

'Removing obstacles and enabling access to learning'

Mission statement –
We will provide an aspirational, effective and inspiring school.
We will provide an environment that allows our children to develop academically, socially, physically and emotionally.
We will use our expertise and resources to offer pupils access to as broad a curriculum as relevant to each individual, which incorporates aspects of the National Curriculum as appropriate.
We will promote the school as **part of** the educational continuum, not apart from it.

Guiding Principle Aims –
The school will -
- Use the curriculum as a learning process not a content or structure
- Lead its own learning for pupils and staff with the focus on 'learning to learn', active learning & experiential learning
- Have the individual as the central focus, not the curriculum
- Enable, facilitate and allow pupils **time** to learn.
- Adopt a transdisciplinary, holistic approach with all agencies involved with the child – including parents
- Develop 'interest appropriate' approaches as well as age appropriate approaches.
- Have high expectations of pupils and staff
- Provide opportunities for all staff to develop skills and expertise so providing a high standard of teaching matched to the needs of pupils
- Engage positively with the local community and utilise it as part of the learning experience
- Continuously review and evaluate all aspects of the school and set innovative targets for development
- Prepare pupils for an adult life with a focus on being able to communicate and be understood, problem solve and cope with new situations

Each pupil & member of staff will –
- Know what is expected
- Feel appreciated and valued
- Have structure to his/her day – with consistency and continuity as needed
- Enjoy success and learn that making mistakes and getting things wrong are positive learning opportunities.
- Achieve high personal standards
- Be supported to communicate their needs

SECTION TWO

THREE TO FIVE YEAR TARGETS FOR THE <u>DEVELOPMENT PLAN</u>

SEPTEMBER 2013 TO JULY 2017

The Milestone School Development Plan
Curriculum Focus Areas: Five Year Plan

	Autumn	Spring	Summer
2014-2015	**KS departmental focus**	**Maths**	**Physical Development**
2015-2016	**KS departmental focus**	**Sensory and Creativity**	**ICT**
2016-2017	**KS departmental focus**	**Science**	**Knowledge and Understanding Humanities**
2017-2018	**KS departmental focus**	**PSHE**	**English/Total Communication**
2018-2019	**KS departmental focus**	**Maths**	**Physical Development**

- To become a centre for wrap-around services for children & families
- To become a Teaching School in partnership with Coney Hill School.
- To continue commitment to implementation of Total Communication throughout the school
- To maintain our out of hours activities through external funding e.g. playscheme, breakfast club, residential trips, siblings group
- To audit rooms/space and how needs can best be met
- To evaluate the impact of outdoor learning
- To continue to investigate Academy status
- To further develop our partnership working with special schools across the County
- To articulate and promote our business services e.g. outreach, advisory and training service
- To develop a staff and parent web forums
- To develop our support for SEND children in mainstream schools and to establish a specialist class for our pupils at Churchdown Comprehensive School
- To campaign to establish a Post 16 Unit in liaison with LA and other SEN schools
- To utilise Primary Sports funding from now until 2020 to maximise learning opportunities

(Targets from Vision statement to be added)

Key Stage targets for 2014 to 2015 – please see separate documents

Three main areas of focus 2014 - 2015

1. Develop links between teacher PM/LSW PDR/CPD, linked to improving learning.

2. Monitor and develop consistency of approach for all pupils across the school.

3. To implement numeracy and literacy focused teaching groups for appropriate pupils.

Section 3
Targets for
School Development Plan

SCHOOL DEVELOPMENT PLAN
SEPTEMBER 2014 TO JULY 2015

Area 1 – Quality of teaching				
		Detail	Proposed outcome	Completion Date
1a DT HoDs	**Incorporate new National Curriculum into existing school curricular and ensure effective delivery.**	1. Diane Taylor to brief SMT on changes to the NC in weekly meetings 2. TLRs to review subject areas in light of new NC 3. All departments to review schemes of work and Diane Taylor to collate whole school curriculum document 4. Diane Taylor to brief Governors Standards Committee on new NC and our own curriculum review.	School curriculum reflects NC as appropriate and relevant to our pupils. School curriculum document reflects NC and all specialist curriculum areas	March 2015

Mid-year impact review

DT has presented information changes to / implications of ICT, history, geography & MFL to SMT

KS2 & 3 currently amending curriculum grids to ensure implementation of changes and full coverage of areas.

Joint KS2/3 training for teachers on Literacy and Numeracy curricula on 13.1.15 and 27.1.15

TLR postholders tasked with monitoring implementation of new Curriculum.

Curriculum reports on changes to date presented to Governors 18.11.14 and 27.1.15 (and on-going)

New Whole school Curriculum document in draft form

Continue to review curriculum in the wake of visits to Frank Wise, Swiss Cottage, etc. Contact DfE if necessary to seek approval for the direction we take.

Annette to produce a list of 'next steps' in time for next Standards mtg.

EY/KS1 and KS2 held joint after school training Autumn term to show links between EYFS and New NC. Excellent feedback. Staff asked for more sessions like this

End of year impact review –

1(a) KS4 are developing their curriculum to incorporate the 4 strands " Preparing for Adulthood " : Employability; Housing; Health ; Friendships and Community (Leisure) into the whole school curriculum overview (*see KS4 target for 2015-2016)*

EYKS1 successfully introduced a whole keystage topic approach in summer term. Joint planning of activities gave support to staff and cross-class, activities, assemblies and trips out linked with topic At the Seaside

Whole school approach is being coordinated by DT AF which will impact on further development

A new curriculum framework that includes relevant parts of the new N/C is currently been drawn up amd will be delivered to all teachers by the end of the summer term by HoDs.

Impact – Staff will implement and imbed relevant parts of the new N/C into their planning and lesson delivery from Sept 15 onwards. In addition to the curriculum framework, new planning formats are being drawn up to ensure focus on N/C priorities.

Target Achieved

1b BR	Investigate online learning modules as elements of staff training	1. Online safeguarding training to be introduced as part of induction process. 2. BR to explore additional online training and led SMT in considering effectiveness for our CPD needs. 3. BR to investigate what other online training local special schools use and report back to SMT.	All staff have completed online safeguarding training within 1 month of joining the school. Relevant online training in place to enhance CPD programme	December 2014 March 2015 May 2015

Online safeguarding training established as part
Researching other schools' training via Twitter.
Attend Teaching School induction.
Trial Twilight training being used for online training sessions.

End of year impact review –
Online safeguarding training established.
Other online courses have been reviewed. A bank of online training is being established e.g. Allison Courses, HLTA Level 4 Diploma Course

Target Achieved

1c BR/DT	Review how information from individual staff attending courses is disseminated to gain maximum impact on improving teaching across the school.	1. HoDs to ask at team meeting for ideas of how information from courses can be effectively shared across the school. 2. Staff blog to be explored for sharing information and ideas 3. BR/DT to research how other schools disseminate information from courses and share with SMT.	Information gained from courses is better shared to enhance value for money and the CPD of all staff.	May 2015

Mid-year impact review – BR and DT have met to review forms / procedures. Course booking form amended to ensure impact of training courses is recorded and feedback at briefings is ensured. SMT briefed on progress 14.1.15. **End of year impact review** – Feedback now includes impact and school development. 6 & 12 month impact reporting to be developed, reviewed and established in 2015/2016 - include as part of PM. **Partially Achieved.**				
1d LD DT SP SB MW AF	**Further develop the learning ethos of the school**	1. Develop use of outdoor learning and learning in the community 2. Train staff in how to enhance and evidence pupil learning over time 3. Train staff in the use of language for learning through the introduction of blank questioning as a pilot 4. Audit and implement an action plan to improve the school as a Total Communication environment.	Enhanced learning opportunities for pupils. All staff maximise learning opportunities for pupils and act as learning facilitators.	June 2015

Mid-year impact review –

Outdoor Learning Policy reviewed and ratified by Governors.

KS3 staff discussing evidencing progress over time as part of C & A meetings. Whole school teachers' meeting 13.1.15.

Training delivered to KS2 LSWs and teachers across the school in March 2015.

SP has asked HoDs to audit use of natural environments.

DT meeting with TLRs following work scrutiny to create action plan re learning over time.

Milestone now a Beacon School for WWF.

Outdoor learning group established.

Representative from every department has completed an outdoor audit

Developing more OLAs throughout school

Timetabled training sessions for supporting learning

SMT explored blank questioning and have decided not to pursue at the moment. Will try to target in next academic year. This will be taken forward to 2015-2016.

Audit of classes as TC environment is on action plan for HoDs

Baseline 'how to do it' to be agreed at HoDs.

MW has been signing at staff briefing.

Will identify 5 young people and complete an audit through school (AF)

End of year impact review – We now have Teaching School status and this will be an ongoing focus. Blank Questioning will be piloted in one Phase 2015-2016. OL moving forward. We are a Beacon School for OL through WWT. Evidence of work scrutiny shows good practice – we will work on disseminating across school.

Partially Achieved and ongoing

1e DW DT	**To ensure a consistency of teaching approach/learning and assessment of Maths within school**	1. Focused learning walks – DT with DW/ external consultants/HoDs 2. Focused work scrutiny - DT with DW/ external consultants/HoDs 3. Provide training for all staff as appropriate to action plan from TLR post holder DW. 4. AF / DT and DW to evaluate the impact of targeted numeracy groups for identified pupils	Pupils benefit from consistency of approach/ learning and assessment in Maths and pupil progress data evidence as positive impact.

Mid-year impact review –
KS2/3 numeracy training delivered 27.1.15
Guidance on teaching Maths emailed to whole school Nov 2014.
Work scrutiny 19-30 Jan 2015.
Maths resources, schemes, guidance file created on Intranet.
Attended EY/KS1 C & A meeting Feb 2015.
Numicon training to whole school Sept 2014
Met with all HoDs (on-going)
Quartile data demonstrates maths is being taught well throughout school. Governors have scrutinised the data.

End of year impact review – Maths data for all Year 6 pupils reflects that they have achieved extraordinarily highly in maths in 2014-15 with 94% of pupils in the Upper and Median Quartile. This is an increase of *18%* from 2013-14 and is mostly due to the dynamic teaching of the Year 6 targeted maths groups. These groups will continue next academic year and extended to most pupils in KS2. There are, however, inconsistencies in how maths is delivered across the school; the aims of the new maths curriculum have not been sufficiently embedded in KS2 and KS3 and, maths content, rather than fluency, problem solving and reasoning skills, continues to be an emphasis. This will be addressed next academic year by the new department curriculum leads.

Partially achieved

1f Brian Roberts	**Provide staff training in basic child development**	1. All staff to be trained in Blank Questioning 2. Training provided for staff in Early Years development 3. Training session on syndromes and impact on early development and learning. 4. All staff trained in Elkan as an aid to enhance teaching and learning.	All staff are updated on research into early development and specialist strategies to support learning.	May 2015

Mid-year impact review

Twilight training on syndromes has taken place.

 EY/KS1 Child Development.

HoDs to talk to MW re Elkan training

End of year impact review

INSET Delivery by Marie Owen

Partially Achieved.

	Area 2– Quality of leadership and management			
	Target	**Detail**	**Proposed Impact**	**Completion Date**
2a LD	Train staff in the new Code of Practice and Education , Health & Care plans and alter all proforma necessary in accordance with changes.	1. Whole school training on EHC process. 2. HoDs to work with Liz M and Lynn C-D to develop EHC proforma and process in line with LA systems. 3. Lyn Dance to update Governors on EHC process. 4. HoDs to train in writing learning outcomes	School is compliant with EHC process and EHCs in place for pupils are detailed and focused on relevant outcomes	March 2015

Mid-year impact review

Staff trained on Code of Practice and Education, Health and Care plans and governors are aware of process.

Proforma is still being developed.

Learning outcomes training taking place in Feb.

End of year impact review – Achieved.

2b BR	Review use of INSET days and CPD programme linked to staff consultation	1. BR to review feedback from in-house training and report back to SMT 2. Senior LSWs and HoDs to plan LSW CPD programme in line with LSW development needs as identified in Department audits and PDRs 3. HoDs to audit teachers for training areas. 4. LD, AF and DT to train teachers in the new ofsted framework and collate training requests to prepare for changes in focus.	Staff CPD is improvement driven and has a positive impact on teaching and learning.	March 2015

Mid-year impact review

BR reporting to SMT on feedback form in-house training.

Evaluation sheets used to inform future training.

Training delivered on new Ofsted procedure to teachers.

End of year impact review –

After School Training delivered through staff with relevant expertise. LSWs and teachers invited. Link needed between PDR and training

Menu of training will be produced from PDRs

Use of Inset and CPDs has been reviewed. Feedback from LSW PDR is that they want more LSW training. Embed agreed targets for 2015-2016.

2c LD DI LM FSWs	**Parent questionnaire completed linked to what workshops they would like**	1. LD and DI to devise parent questionnaire – to be sent out via group call. 2. DI to collate information from parent questionnaire. 3. LD to action booking parent workshops as requested. 4. LM to research possible funding sources to support family learning.	Parents have been provided with at least 3 workshops and will feedback on the quality and usefulness of the workshops.	June 2014

Mid-year impact review –

LD met with DI to develop questionnaire.

Ready to be sent to parents.

LD investigating funding to run English lessons for parents.

End of year impact review –Through discussion with parents (FS worker) at parent coffee mornings they have gathered a menu and held a parent/carer coffee mornings which was very well received. KS3 coffee morning feedback was that they want support for family learning not parenting advice.

Partially Achieved.

| 2d BR | Investigate feasibility of apprentice LSWs scheme for September 2015 | 1. BR to research national LSW apprentice scheme, including a 'web on air'.
2. BR to feedback to SMT and to Governors.
3. BR to link with Battledown Centre regarding impact of apprentice scheme.
4. BR to register the school and work with SLT to appoint at least 1 apprentice for September 2015. | At least 1 apprentice appointed to commence September 2015.
All staff informed of the role and expectations of the apprentice.
BR ready to mentor and assess the apprentice from Sept 2015 | July 2015 |

Mid-year impact review

BR has started investigating feasibility of apprentice LSW.

Communicated with Battledown School on impact of their current apprentice.

Investigating apprenticeships for Administration and Site Team.

End of year impact review – Apprentice scheme set up and ready go. Admin was suggested but not suitable for current vacancy. LSW apprentice will still be explored.

Achieved.

| 2e LD | **Review the school staffing structure** | to include SMT, role of TLRs, role of UPS teachers and subject responsibilities of teachers.
(Investigate LSW roles and hours eg 27.5 hrs & 32hr staff) and Directed hours for LSWs | | |

Mid-year impact review -

Unable to report until the budget is known.

End of year impact review –Achieved. LSW change of working day and TLR change of role agreed. New Structure will be disseminated at INSET.

2f DT	To ensure consistency in SMT lesson observations in line with current Ofsted recommendations.	1. DT, LD and AF to deliver training to SMT on lesson obs in light of new Ofsted framework 2. LD/AF and DT to carry out joint obs with SMT to check consistency of observations	SMT lesson obs are evidenced as consistent in grading and provide clear feedback to teachers on areas of strength and any areas for development.	January 2015

Mid-year impact review –

SMT training delivered 8.1.15

End of year impact review –

Lesson Obs in EY KS1 got good teacher feedback about the new common format
All SMT have carried out 1 joint lesson ob. There is more consistency in observations – ongoing monitoring.
Achieved – new recommendations to be reviewed and embedded.

Area 3 – Behaviour, attendance and safety of pupils				
	Target	Detail	Proposed Impact	Completion Date
3a LD	Provide support for the new behaviour support team and evaluate the impact of the changes to the structure of the team.	1. RW to induct JH on role and mentor him 2. LD to meet regularly with RW and JH to discuss behaviour and their role 3. LD to audit and evaluate the impact of the new team over the year	Behaviour support for the whole school remains effective and Tracker evidences improvement to individual pupil behaviour over the year. New Behaviour Support Team feels supported and effective.	On going over year. Final evaluation by May 2015

Mid-year impact review

JH inducted into his role and being mentored.
LD meets regularly with RW and JH.

End of year impact review - Achieved .Impact has been evaluated and ratified by Governors as a success and Govs have approved permanence.

3b LD RW VK MH CC	**Review Tracker software to ensure it provides sufficient evidence linked to pupil mental health issues etc**	1. Establish links between identified staff. re emotional development VK, RW, CC etc to ensure consistency of approach 2. To use Boxall Profiling to analyse and evaluate evidence of interventions 3. VK to train staff in the new Mental Health guidelines 4. CC to deliver nurture groups and evaluate the impact. See separate action plan. 5. RW to evaluate Tracker against other possible software for effectiveness in providing evidence including links to mental health and emotional well being.	School has an adequate system in place to monitor and evidence pupil difficulties and impact of interventions for behaviour and mental health issues.	March 2015

Mid-year impact review

Software investigated and found to be very expensive.

Boxall profiling – CC will report on evaluation.

Action BR will link with VK for September training.

End of year impact review –Conclusion was to buy in alternative software package called Sleuth. Sleuth training is taking place.
Target Achieved

3c LD RW HoDs JE	**Audit pupils with challenging behaviour and forward plan regarding long term health and safety issues**	1. HoDs and RW to collate list of pupils with very challenging behaviour and report to SMT 2. LD to meet with LA Head of SEN to share information and request LA support to enable the school to maintain pupil placements in school 3. JE to monitor pupils in other schools likely to request a placement in The Space over the next 5 years. 4. SLT and Governors to review the school site linked to health and safety of a changing pupil population	The site is developed to ensure the health and safety of all pupils over time. The LA support the school to review the campus and devise an action plan for development of the campus and of The Space.	March 2015

Mid-year impact review

Pupil audit carried out.

Audit shared with LA. LA have requested a list of Y8-Y10 whose challenging behaviour is a concern.

End of year impact review

EYKS1 put checked list of names of pupils who may have long term needs with Rosey & shared at SMT

Early intervention – LD has met with LA working with Early health and intervention team.

Target Achieved

Area 4 – Achievement of pupils

	Target	Detail	Proposed Impact	Completion Date
4a AF DT JS	Functional skills – review how KS1/2 and 3 can equip pupils with functional numeracy and literacy skills to improve outcomes in KS4 in accredited course and preparation for post school life	1. Audit the skills pupils in KS4 need to gain maximum accreditation success. 2. Audit the independence, life skills, social skills and work related skills that pupils need to function in adult life. 3. Ensure the curriculum and timetable	The curriculum and focus in EY/KS1/KS2 and KS3 is fit for purpose to ensure pupils achieve the highest accreditation possible in KS4. Pupils are supported to gain maximum independence in the world of work, with lower school supporting this.	June 2015

		in EY/KS1/KS2 and KS3 support 1 and 2 above.		

Mid-year impact review

JS, DT and VK meeting regularly to review and action plan. Working party to be set up.

DT and AF meeting 16.1.15 to ensure KS2/3 life skills coverage.

KS3/4 have completed audit of life skills.

The KS2 curriculum is currently under scrutiny, not only to ensure the inclusion of relevant parts of the new NC, but also to establish how well pupils are taught functional maths and English lifeskills.

End of year impact review – Audit of KS2 Life skills complete. Swiss Cottage progression planners have been evaluated and it was decided not to move forward with this. Alternative assessment tools are being investigated. Progress is being recorded on Classroom Monitor and via EYFS framework. Targeted maths, English and Communication groups, focussing on developing functional skills, have resulted in exceptionally high levels of progress and attainment achieved by Year 6 pupils this academic year. These pupils will continue to be tracked through KS3 and KS4 to ensure that they continue to achieve the very best that they can. Further targeted groups for most KS2 pupils will start from September 2014 to ensure that they are given the very best opportunities within school to develop good functional maths and English skills that can be consolidated and extended further within KS3 and KS4. End of KS results this academic year for Year 9 pupils and Year 11 pupils are also very good in maths and English and these pupils will also be tracked across KS4 and results analysed.

Target Achieved.

4b DT/VK HoDs	Introduce life skills coverage across the whole school following on from KS2 pilot in SDP 2013/14	1. Develop and implement Life skills provision map, ensuring that duplicate assessment does not take place. 2. Monitor pupil progress and planned repetition of relevant activities 3. Audit the impact of life skills activities on pupil progress over time, linked to target 4a above	Pupils are equipped over time with the necessary skills to access their local community and form positive friend ship groups. Pupils develop the maximum independent living skills as appropriate to individual pupils.	February 2015

Mid-year impact review

As above: format for tracking life skills across the school agreed. Details to be added by working party.

Swiss Cottage Progression Planners are being considered as an appropriate method of recording and assessing Life Skills. DT and VK will be attending training on this in London at the end of February 2015, after which discussion will be held to discuss whether this is an effective assessment tool for the Milestone School.

Investigating Swiss Cottage Draft Curriculum as example of Pupil Progression with emphasis on deep life skills based learning. EYFS curriculum areas are embedding Life Skills concepts very well.

End of year impact review.

4(b) HoD KS3/4 met with TLR postholder re. Life skill coverage. It was agreed to form a working group from across secondary department to move forward with Life skill. This was put on hold as a visit to Swiss Cottage school was arranged with HoD KS3 and TLR post holder. Next step to be agreed.

EYFS curriculum delivery starts to build foundations for future life skills.

After staff training at Swiss Cottage School, it was decided not to move forward with the Progression Planners. Alternative assessment tools to measure pupils' progress in Life Skills are currently being investigated. Key Stages 2-4 continue to measure pupils' progress in Life Skills by recording progress made by individual pupils at the start and end of the academic year as well as using relevant areas within Classroom Monitor. EY/KS1 department use the EYFS to measure pupils' progress in these areas.

Target Achieved

4c AF/DT	Review how we evidence pupil progress via learning walks and scrutiny of pupil work.	1. See target 1e above 2. Introduce focused learning walks and planned work scrutiny by SMT and TLRs 3. Train all staff in the focus of learning walks and work scrutiny in line with the new Ofsted framework 4. Commission external consultant learning walks and work scrutiny to evaluate how we evidence pupil learning over time in classes and advise on a development plan	Teachers are supported to evidence pupil progress over time through classroom displays, pupil assessment and pupil work recording.	March 2015

Mid-year impact review **Work scrutiny form and guidance drawn up by DT.** **Reading learning walk carried out by DT and MW 2.12.14** **Work scrutinies carried out by TLRs 19-30 Jan 2015.** **Decision taken to delay external consultant until 2015/16.** End of year impact review - Introduced forms and guidance and work scrutiny has been carried out twice this academic year. This has been extended to behaviour scrutiny. Target Achieved.				
4d DT	Evaluate how we measure the impact on learning of enrichment activities	1. Work with teachers to audit how we can measure the impact of enrichment activities via focused learning outcomes. 2. DT [with HoDs] to provide end of year evaluative report on the impact of enrichment activities on learning across the school	Evidence is available of the positive impact of enrichment activities on pupil progress over time.	June 2015
Mid-year review **DT to draw up form in conjunction with HoDs – to reflect SMSC and British values** End of year review – Enrichment activities have become part of the delivery in EYKS1. Pupils are progressing in Specific areas of Mathematics and Literacy British Values form has been drafted. Enrichment activities are to be evaluated particularly the impact on pupil confidence etc. Enrichment audit to take place 2015-2016. Community Cohesion will be re-introduced under new format. Target Achieved.				

4e KY/LD LM	Explore feasibility of offering English language lessons to our EAL parents in order to enhance parental engagement to benefit pupil learning.	1. Audit if any staff are qualified in teaching English as a foreign language. 2. Secure funding via bids/grants to offer EAL as a family learning project. 3. Provide a short course of EAL lessons for parents/carers. Combine with activities such as cooking to develop a sense of community. 4. Provide Total Communication parent workshops to support EAL.	Parents for whom English is an additional language are supported to learn English and to feel a part of the school community. Evaluative data supports a positive impact on parental engagement with school.	March 2015

Mid-year impact review

Audited staff and 2 teachers came forward who are able to teach English.

LD will investigate funding.

End of year impact review

Kim Young completed the Welcome to School Booklets for EYKS1 before going on maternity leave

We have explored the feasibility and decided not to go ahead due to cost. We will signpost parents to learning to speak English courses. However this is supplemented by Family Support. Specific support for SEN language will be explored. An audit of parents' EAL skills to take place.

LD to investigate with Widden. Widgit could be utilised in 2015-2016.

Target Achieved.

4f MW LD Comm Aids team	Audit the effectiveness of the school as a total communication environment and implement a development action plan as appropriate.	1. Audit the school as a total communication environment via learning walks. 2. Introduce classes to the TC environmental checklist and use as audit tool 3. Devise and implement action plan for improvement to include staff training 4. Evaluate impact of action plan against initial audit and on teaching and learning.	The school is consistent in providing a Total Communication environment to include signage around school, classroom environments and staff and pupil use of signing/symbols/objects of reference/ TOBIs etc	June 2015

Mid-year impact review

Audit of classes as TC environment is on action plan for HoDs

MW has been signing at staff briefing.

Will identify 5 young people and complete an audit through school (AF)

End of year impact review

Environmental Communication Checklist shared at department meetings. Now need to ensure it is implemented through staff putting into practise the key areas identified as lacking.

Partially achieved and ongoing.

| 4g
AF
VH
HoDs | Assessing without levels - establish and embed a whole school approach to assessing without levels. | 1. AF to research, attend relevant courses and network with other special schools to develop the way forwards with the support of all teachers.
2. AF to train staff and Governors in assessment tools to evidence pupil learning over time.
3. AF to work with other Gloucestershire Special Schools to develop a county approach to enable moderation between schools.
4. AF and VH to collate assessment data and analyse to evidence pupil learning across the school and prepare a report for Governors and external consultant Frank Price. | Clear system in place to assess pupils without levels which enable us to evidence pupil progress over time and to moderate/benchmark with other special schools. | May 2015 |

Mid-year impact review

A dual assessment system is being followed this year to ensure continuity of data. Classes are continuing to use Curriculum 2000 (Classroom Monitor) to assess progress made in P Scales and NC levels and also Rising Stars (Classroom Monitor) to assess progress made towards End of Year statements. Approximately 1/3rd of pupils only need to be assessed in either/booth maths or English using both systems. Report prepared for external consultant FP and Governors in Nov 2014 on data collection and analysis in academic year 2013 – 14. Interim data has been collected (Feb '15) which shows that pupils working within the P Scales continue to make outstanding progress in all Key Stages for maths and English (upper and median quartile data). AF has researched and attended courses/training with schools nationally and locally on assessing without levels. Most interesting is Frank Wise School in Oxford which has developed its own formative assessment system over 30 years and is publishing it in the next few months in conjunction with the DfE. Local special schools are meeting after the SSAT conference in march 2015 to discuss a county approach to assessing without levels.

End of year impact review

A county approach to assessing without levels is currently not considered the way forward, as each special school has decided to continue using their own choice of assessment tool. As P Scales will now continue to be used, we have decided to continue using CM curriculum 2000 to assess progress made by pupils working below NC level 1. The government is introducing a new set of descriptors to measure progress made by pupils between P8 and end of Year 1 statements, as the gap is too huge for our pupils to show any real measure of progress. We will implement these new descriptors from September 2015 and evaluate how well they measure progress made by pupils working within these levels in February and May 2016. Rising Stars will continue to be used for pupils achieving above P8 for the next academic year. We will continue to research new methods of assessing without levels.

Target Achieved

Number of targets: 22
73% ACHIEVED
27% Partially Achieved
0 Not Achieved