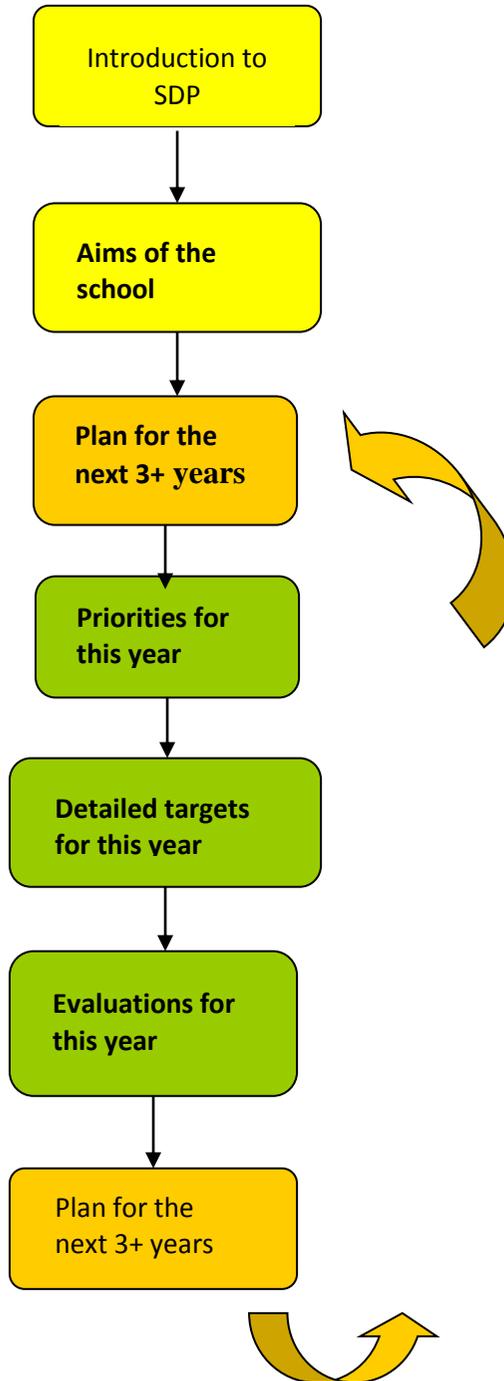# THE MILESTONE SCHOOL DEVELOPMENT PLAN

2019 – 2020

Flow chart describing the organisation of the

School Development Plan **document.**

Introduction to SDP

Aims of the school

Plan for the next 3+ years

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 continued, measurable progress during this academic year and in following years. Three main issues guide the SDP:

- the school's aims and objectives
- new initiatives from the Government or other sources
- actions we have decided to implement or embed following the evaluation of last year's SDP and our OFSTED SEF.

The School Development Plan is divided into sections.

Section One sets out the SAND Academies Trust and school Vison Statements, main aims and key characteristics. This is to ensure that the pupils remain the central focus of school development and improvement.

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 timescale and evaluate our targets over a realistic period.

Section Three concentrates on the detailed plans for the coming year. The plan includes our intentions (Targets); who will be responsible for their implementation and the specific impact we are aiming for. Section three also identifies the most important targets for the year, which we have called our priorities.

The plan is evaluated mid-way through the year to ensure progress is being made, and highlight any areas for increased focus, and at the end of the school year. Staff complete school review questions; SMT and Governors meet together for each review day, where they assess their overall performance in meeting the set targets and the impact of targets. To do this we make use of the numerous impact reports, evaluations and observations that have been going on during the year. The important part of the evaluation and review is that it measures progress and acts as a vehicle for setting the targets for the following years SDP.

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

1. **Quality of Education**
2. **Behaviour and Attitudes**
3. **Personal Development**
4. **Leadership and management**

SECTION ONE

SCHOOL CHARACTERISTICS AND AIMS

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

- 323 (as at 1.9.19) pupils with a range of learning difficulties including SLD, ASD, MLD with additional difficulties, PMLD
- We are members of the Gloucester Partnership of Primary Schools [GSP] and G15 [Gloucester City Secondary Schools Partnership] and the Gloucestershire Special Schools Collaborative Partnership for Heads and Governors
- Pupils are aged 2 – 16 years and are placed into 3 Departments linked to needs
- We have a specialist unit, The Space, on site for up to 6 pupils
- We have The Haven situated in the Senior Department. This is for pupils who find the main school too busy and over stimulating
- The school has a wide range of staff expertise including 3 ex Advanced Skills Teachers, 2 SSAT Lead Practitioner LSWs, 3 Specialist Leaders in Education.
- We are a QCF delivery and Assessment Centre for Learning Support Worker qualifications
- 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 which includes family support workers and behaviour support staff
- We are a teaching school in alliance with Coney Hill Primary School. Please see CHMA website

Please see SEF for further details

Supporting Achievement and Nurturing Development

The Milestone School

Mission statement:
'Removing obstacles and enabling access to learning'
We will provide an aspirational, effective and inspiring school.
We will provide an environment that allows our pupils 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 DEVELOPMENT PLAN

2019 + long term targets for the school – Please see School Vision statement

- To ensure Trustees are linked to and knowledgeable about, specific areas of the curriculum.
- To work with SOLAR to produce clear outcomes pathways in reading and maths- linked from start to finish. Pupils will help gain independence and life skills as a result. SOLAR to include EHCP outcomes linked to the curriculum.
- To continue to work with SOLAR to ensure measureable outcomes are linked to the Milestone curriculum continuum, with an emphasis on:
- individual pupil needs, and ensuring effective measurement of progress over time, including:
- a focus on reading, phonics and maths pathways
- evidencing of progress against EHCP outcomes
- evidencing progress in wider skills, independence skills and preparation for adulthood (linked to the PfA document)
- To focus on CPD and all staff learning. T&L sessions to be organised for new teachers including a focus on subject knowledge. LSWs to be included in training.
- To ensure a demonstrable focus on sustained staff training and development linked to SDP targets, including a focus on increasing subject knowledge of all class-based staff.
  To ensure the programme of T&L sessions for new teachers is reviewed annually and embedded into the school's training cycle.
- Safeguarding to cover wider areas including medical needs framework, personalised risk assessments, train staff. Wider safeguarding evidence file to be set up.
- To develop whole school staff understanding of, and responsibility for, wider safeguarding issues, to include:
- establishing a wider safeguarding evidence file
- staff training in writing and following personalised risk assessments
- establishing a medical needs framework
- To review first aid forms each term, fill in incident and accident forms on the computer and log to child so patterns of behaviour can be tracked.
- To audit the use and review of reporting forms, including First Aid and Incident / Accident Forms. To include a review of the forms, the process of logging and tracking incident patterns for individuals and locations, and the recording and impact of subsequent actions taken.
- To produce ongoing evidence in class, teaching to be linked to curriculum promoting pathways to adulthood. Use of PfA document.
- To organise and attend HoD and TLR meetings.
- To ensure an on-going schedule of HoD and TLR meetings in order to allow SLT, CEO and Trustees to attend as necessary.
- To create an on-going programme of development for the school buildings and environment, to ensure that the site continues to meet pupil need and demonstrate staff pride in and care of the school.
- To ensure Communication, Interaction and Language are at the core of the curriculum and life of the school, and that opportunities to develop in these areas are an integral part of the school day.

SECTION THREE

TARGETS FOR THE YEAR 2019/20

Overall priorities:

- **To raise the standard of teaching and learning across the school.**
- **To ensure all staff and stakeholders are supported through the period of change.**
- **To improve the overall appearance and suitability of the school environment.**

To be read in conjunction with targets for:
Foundation, Middle and Senior Departments
TLR posts
CHM Teaching School Alliance
Curriculum & Assessment

Area 1 – Quality of Education								
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	LAB monitor
1A	SD, DT	To ensure staff CPD is closely linked to the SDP and is focused on school development needs. To ensure CPD is ongoing / revisiting and reinforced so that impact over time can be measured.	Pupils are supported by staff with relevant and up to date training.	Staff training is embedded. Staff training needs are clearly identified Training needs form basis for new training and practice.	Training log Teacher planning RWI & Timpson Project meeting minutes Staff questionnaire	Possible training courses (training budget)	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
1B	SD, DT, HoDs, Curric TLRs	To ensure personalised pupil learning pathways in preparation for adult life.	Pupil learning will be personalised, enabling all pupils to learn at their own rate.	Staff trained in the use of MAPP. PfA is used to inform life skills curriculum.	Evidence in pupil work Moderation / work & planning scrutiny Observations Appropriate training courses attended Evidence in the form of SOLAR, files, personalised pathways and EHCP outcomes	Possible training courses (training budget)	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

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1C	SD, DT, HoDs, Curric TLRs	Monitor and develop teaching across school	Pupils are supported to achieve maximum potential.	Improved quality of teaching. Areas of good & OS practice are shared through coaches and buddies. Compulsory CPD for all teachers. PM targets are linked to SDP. Mentors identified for new teachers. TLR & HoDs' monitoring is strengthened.	Teachers are able to demonstrate specific areas of skills / knowledge development. LSWs are able to demonstrate specific areas of skills / knowledge development. PM forms Lesson observations PDRs	Possible training costs (Training budget)	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
Subject Monitoring Policy and Subject Lesson Observations form written 16.9.19.								
End of Year Review:								
1D	SD, DT, HoDs, Curric TLRs	To ensure new Ofsted framework is embedded in the curriculum framework.	Quality of Education is strengthened and raised.	HoDs & TLRs have focussed Q of E meetings Teachers are trained in the new Ofsted framework. Whole school and dept curricula reflect framework foci.	HoDs and TLR minutes Teacher planning demonstrates knowledge of Ofsted framework. Whole school and dept curriculum statements reviewed and re-written. Planning reflects Ofsted framework.	Possible cover / meetings costs	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
Foundation Dept Curriculum statement updated 13.9.19								
End of Year Review:								

1E	HoDs, Curric TLRs, MW	Raise profile of literacy across the school	Pupils' CLI needs are full supported at all ability levels.	RWI training is continued, widened and embedded. Literacy pathways are written: staff are trained. RWI coaches are trained and provide effective support. HoDs identify areas for reading within depts. Pink files are updated.	Focus on reading is reflected in school environment. RWI meeting minutes. Literacy pathways are written and included in curriculum statements. Literacy pathways are being followed. Work scrutiny (Pink files)	Cover for meetings / training. Books, reading resources, bean bags / chairs.	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
1F	SD, DT, HoDs, Curric TLRs	Raise profile of numeracy across school.	Pupils benefit from high quality Maths teaching.	Maths pathway written: staff trained. UPS teachers identified to support Maths in all depts. Training delivered in identified areas.	Pupils progress in Maths is improved from 2018-19 data. Lesson observations Maths pathway written and in use by teachers. Planning Work scrutiny.	Possible cover / meetings costs	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

Area 2 – Behaviour and Attitudes								
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	LAB monitor
2A	RW	Review reward systems and ensure consistent and positive focus – positive reward system	Focus on pupil wellbeing. Pupil self-esteem is raised Pupils are enabled to access learning.	Safe spaces are used and logged effectively and consistency Timers and swatches are used consistently	Safe space logs Lesson observations. Sleuth entries. Intervention Team minutes.	NIL	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
2B	VK, RW	Promote and enable pupil wellbeing to ensure pupils feel safe at school.	Focus on pupil wellbeing. Pupil self-esteem is raised Pupils are enabled to access learning.	Support for Learning team to attend department meetings and deliver short training sessions.	Training for de-escalation and understanding pupil behaviour is delivered. Interventions provisions map created. Online pupil survey.	NIL	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

2C	SLT, Interventions Team	To capture the range of interventions offered across the school	Pupils are able to access suitable and effective interventions.	Interventions spreadsheet is created. Pupil interventions are reviewed and impact assessed.	Interventions spreadsheet. Interventions team meeting minutes.	Possible cover / meetings costs.	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

Area 3 – Personal Development - British values, Spiritual, moral, social and cultural development, Relationships and sex education, Health education, including safety, Mental health awareness and support								
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	LAB monitor
3A	VK, DT, HoDs	To strengthen the support available to vulnerable pupils through continued engagement with the Timpson Project.	Vulnerable pupils feel supported and understood; they begin to develop greater emotional resilience	Initial training reinforced through follow on/on-going sessions (co-delivered with our attached EP). New staff to be trained in Attachment and Trauma Awareness. Senior Lead Training in Trauma Informed Practice to be explored. Use of attachment and trauma awareness vocabulary is used consistently throughout school. To explore adding a unit of work to the Pink Curriculum (VK). Mental Health Champions are in place for each dept. MH champions are trained.	Staff training delivered. Identified pupils demonstrate progress in learning. Sleuth logs. Timpson Project minutes. Interventions minutes. Improved Boxall Profiles/SDQ scores. Staff training records Draft of Pink Unit/Trauma informed vocabulary list.	Possible cover / meetings costs	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

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3B	KM, HoDs, SLT, AH	Individual pupil medical needs are identified, supported and recorded effectively.	Pupil physical well-being is supported effectively.	Individual care plans and risk assessments are created for individual pupils as appropriate. Staff are trained in all aspects of relevant medical care. Medical Needs Policy updated. Medical Needs Framework is created and in place across the school.	Care plans, medical files and RAs created. Policy updated. Framework written. Staff training delivered (training logs)	Possible training costs (training budget) Possible cover / meeting costs.	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
3C	HoDs	Family and carer learning events are available throughout the year.	Pupils benefit from consistency in approach at home and school.	Social media is used effectively to communicate training and information to parents. Information on websites with relevant information eg CEOPS / sensory, is passed to parents effectively. HoDs deliver family learning sessions.	Family learning events held. Social Media use is logged.	Possible training / cover costs. (training budget)	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

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3D	DT, HoDs and Governors	Wider safeguarding across the school including monitoring by HoDs.	Pupils are supported by effective Safeguarding practices.	Safeguarding training is a focus at school Forum. Safeguarding walks are carried out by DSL and external professionals.	SG walk records. Section 157 audit. Staff interview answers demonstrate increased knowledge. Sleuth Concerns logs.	Possible training / cover costs. (training budget)	July 2020	KH
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

		Area 4 – Quality of leadership and management						
Item	Person responsible	Target	Child Benefit Objective	Outcomes	Evidence	Anticipated costs	Completion Date	LAB monitor
4A	DT, SD	Review and update roles of UPS teachers to support excellent teaching and share expertise.	Level of outstanding teaching throughout the school is increased (from 2018-19 figures)	UPS roles reviewed. Termly impact of UPS roles is monitored.	PM meetings. Lesson observation analysis.	NIL	July 2020	JS
4B	DT, SD, VH	Increase the monitoring of teacher assessment on rolling process.	Assessment data, including baselines provides a truer picture of pupil progress.	Teacher assessment is completed on time. Teacher assessment evidence is robust. VH monitors baselines and teacher access, and reports to HT 3x per year. Pupils / staff causing concerns are highlighted and information sent to HT. Teachers are aware of monitored pupils	SOLAR	NIL	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
4C	DT, MW	Robust language assessment and pathway (Mandy W to lead)	Ensure all children receive a personalised plan.	Consistency Individual learning pathways Feel safe in school.	Pupil on-line form.	NIL	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

4D	DT, SD, LD	Ensure high quality of education and behaviour through SLT monitoring. Ensure practice is consistent across school.	Pupils receive consistent, high quality teaching.	Termly monitoring weeks are held. Specific reports are given to HoDs and teachers for actioning. Impact of reports is monitored and recorded.	SLT monitoring sheets.	NIL	July 2020	JS
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
4E	SMT	To improve joint responsibility for and care of whole school environment.	Pupils benefit from an improved environment and are encouraged to take pride in it.	Environment walks are included in monitoring weeks. Eco-schools Award working party established.	SLT learning environment monitoring records. Achieve Eco-schools Award at Bronze Level.	Storage boxes. Bins / recycling bins	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
4F	DT, SD, VK	To capture staff wellbeing provision	Staff are supported to provide high quality, consistent learning environment.	Well-being provision is mapped. MH champions are in place. Pastoral Care sheets updated. Investigate potential well-being activities for staff.	Staff questionnaire Well-being record created and audited	Training budget for identified courses.	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

4G	LD, DT	To ensure staff in acting roles are provided with effective support and training (As appropriate) – change management.	The school is led effectively to ensure SDP targets are achieved and pupil well-being is maintained.	Staff in acting roles are trained in HR. SDP targets are achieved. Staff feel supported and can access identified training.	Training log. Mid-term and end of year SDP. Reviews. PM records.	Training budget for identified courses.	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
4H	DT, SD	To create a pack of guidance for TLRs/SMT regarding procedures and expected standards for lesson observations, monitoring and PM (Lesson analysis recommendations: ensure sharing of good practice, increase use of PC&F learning grids).	Pupils benefit from consistency of standards and approach.	Guidance created for: Lesson obs PMs Dept monitoring Work scrutiny Learning walks PMs demonstrate a close link with SDP. PDRs demonstrate a close link with SDP. PM form amended.	Pack created Pack in use by SMT and informing practice.	NIL	July 2020	JS
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								
4I	DT, SD, AH	To assess the potential skills gap produced by staff due to retire in the next 3 years.	Future provision to pupils is uninterrupted and remains of a high standard.	Skills gaps are identified Succession planning is in place.	Log of skills gaps created. Potential staff identified for training.	Nil at present (possible future training costs).	July 2020	
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								

4J	DT, AS, HoDs	Ensure a strong culture of safeguarding is evident across whole school.	Pupils are supported to feel safe in school.	Regular spot checks of medication dates across school by SLSWs. Ensure all staff are up to date with safeguarding training. HoDs to monitor safeguarding within departments. Andrew S to monitor Sleuth. DT to monitor SCR with KH and record monitoring.	Online pupil survey results. SCR logs Section 157 audit.	NIL	July 2020	KH
Ongoing review – record SMT monitoring dates and evaluative comments:								
End of Year Review:								