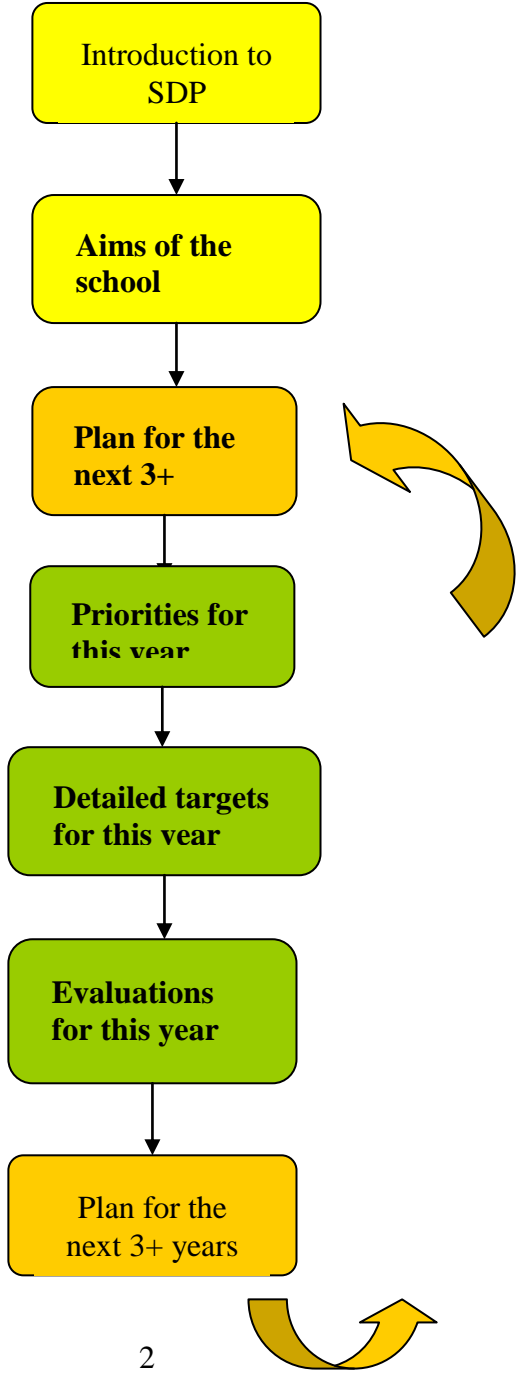


# THE MILESTONE SCHOOL DEVELOPMENT PLAN

2015 – 2016

Evaluated July 2016

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



## **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, learning and assessment**
- 2. Leadership and management**
- 3. Personal Development and welfare**
- 4. Outcomes for children and other learning**

# **SECTION ONE**

## **SCHOOL CHARACTERISTICS AND AIMS**

## **Characteristics of the school**

**For full details see school SEF and website**

**In brief –**

- 300 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]
- Pupils are aged 2 – 16 years and are placed into 4 Phases linked to age and needs.
- The school has a wide range of staff expertise including 3 ex Advanced Skills Teachers, 2 SSAT Lead Practitioner LSWs, 1 Specialist Leader in Education for PSHEE and 7 Local Leaders in Special Education.
- We are an 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
- We are a teaching school in alliance with Coney Hill Primary School. Please see CHMA website

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 DEVELOPMENT PLAN**

**SEPTEMBER 2015 TO JULY 2018**

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

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
2015-2016	<b>Phase departmental focus</b>	<b>Sensory and Creativity</b>	<b>ICT</b>
2016-2017	<b>Phase departmental focus</b>	<b>Science</b>	<b>Knowledge and Understanding Humanities</b>
2017-2018	<b>Phase departmental focus</b>	<b>PSHE</b>	<b>English/Total Communication</b>
2018-2019	<b>Phase departmental focus</b>	<b>Maths</b>	<b>Physical Development</b>



2015 + long term targets for the school – Please see School Vision statement

- To become a centre for wrap-around services for children & families
- 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 seek Academy status for September 2016
- To further develop our partnership working with schools across the County
- To articulate and promote our business services e.g. outreach, advisory and training service through our teaching school alliance
- To develop our support for SEND children in mainstream schools via our teaching school status and to establish a specialist classes in mainstream schools
- 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

**Phase targets for 2015 to 2016 – please see separate documents**

## **Three main areas of focus 2015 - 2016**

1. Develop the school as a Total Communication environment to enhance pupil well-being, progress and behaviour management. To include audits using the classroom environment checklist.[SDP 3c]
2. Ensure consistency of approach in the teaching and assessing of maths across the school. [SDP 1e]
3. Review internal and external processes for EHCP outcomes in conjunction with the LA. [SDP 2g]

# Section 3 Targets - School Development Plan

**SCHOOL DEVELOPMENT PLAN  
SEPTEMBER 2015 TO JULY 2016**

Area 1 – Quality of teaching , learning and assessment				
		Detail	Proposed Impact	Completion Date
1a LD/AF/ DT/BR	To ensure that collated data informs: <ul style="list-style-type: none"> <li>a. the staff Continuing Professional Development [CPD] Programme –</li> <li>b. targets for Performance management of teachers and LSW appraisals</li> </ul>	All school improvement data collated over the year to be analysed re CPD implication and reported to BR PM team leaders and senior LSWs to refer to whole school and class data when setting PM and LSW appraisal targets. Data will include information from Total Communication and classroom environment checklist, pupil progress data and Phase targets etc	CPD results in school improvement in identified areas  PM and LSW appraisal targets support school improvement in identified areas	July 2016
<p><b>Mid-year impact/outcome -</b>            Teacher lesson obs areas for development are included on lesson ob forms. PM leads are able to comment on teacher performance in these areas. Data will be analysed June 2016. <b>Assessment data/information for whole school is available on the SDP and 3 Year Information Headlines which can be used by SMT for PM purposes. SMT can also liaise with Assessment Team to establish if there are any pupils who are on the monitored list or if assessment is not regularly carried out by a teacher. – partially achieved</b></p> <p><b>End of year impact review – Partially Achieved</b>            Teacher areas for development were sent to all SMT carrying out lesson observations. Lesson obs data indicates that use of relevant information to inform lesson obs is not consistently used. This is being addressed.            PM and LSW targets link into whole school development and improvement.  <b>From September 2016 CPD Genie will be used to record and link staff performance objectives to CPD. LSW and teacher Performance Management/PDR processes to be reviewed in September to take in to account pupil data and the new LSW standards.</b></p>				

1b DT/LD	CHMA Teaching School target – develop teaching and learning via teaching school action plan – see separate CHMA action plan to include improving quality of mentoring for Newly Qualified Teachers [NQT] & Recently Qualified Teachers [RQT].	See detail in CHM teaching school alliance action plan	The impact of CHM on teaching and learning at The Milestone School is measured and reported to Governors	July 2016
<p><b>Mid-year impact/ outcome–</b> CHM TSA reports on progress towards Action Plan points in CHM Governance meetings. Good progress being made, S2SS particularly strong. NQT programme running with 15 NQTs from a range of SEN and mainstream primary schools. Excellent feedback. CHM has contributed to elements of Odyssey RQT programme.</p> <p><b>End of year impact/outcome – Achieved.</b> CHM Action Plan has been reviewed – T&amp;L, NQT and RQT targets have been achieved. New Action Plan targets to be set for 2016-17. A huge amount of work has been achieved in the first year of our teaching school. Please refer to CHM action plan for further information.</p>				
1c LD/DT (Link with CHMA)	Design, implement and measure the impact of our own NQT training [to include demystifying data and its use, specialist strategies, TC, professionalism, managing teams of LSWs, teaching of English and Maths.	<ol style="list-style-type: none"> <li>1. CHM alliance NQT programme designed and delivered to trial group</li> <li>2. CHM NQT programme evaluated and revised as appropriate for Sept 2016</li> <li>3. Impact of NQT programme evaluated</li> </ol>	NQTs report that NQT programme was relevant, supported their development and improved teaching and learning in their classes.	Dec 2015

**Mid-year impact/outcome –**

NQT programme running with 15 delegates. Mid-year feedback collated. Excellent overall feedback. Main feedback has asked for more opportunities to visit other schools. This has already been built into this year’s programme and will be a feature of 2016-17 course.

Overall course feedback to be requested at end of course; July 2016.

**End of year impact/outcome – Achieved.**

Feedback from NQT course is consistently excellent. New course planned for 2016-17. Data indicates that the majority of CHM NQTs have secured teaching posts for next year.

1d LD/DT/ MH/ MW Govs HoDs	Develop the skill levels of class based staff via Computing and Total Communication champions (x1 per phase) – job profile to be included.	<ol style="list-style-type: none"> <li>1. LD to create job profiles in liaison with MW and MH</li> <li>2. Posts to be advertised and appointed to.</li> <li>3. TLR post holders to oversee the work of the champions</li> <li>4. Evaluate the impact of champions on teaching and learning</li> </ol>	Skill levels of class based staff develops in computing and TC with an evidenced impact on teaching and learning across the school	<ol style="list-style-type: none"> <li>1. Sept</li> <li>2. Oct</li> <li>3. All year</li> <li>4. June</li> </ol>
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**Mid-year impact/outcome –** Computing champions have been proactive in creating an action plan with HoDs and beginning to implement this. TC Champions have also met with HoDs and formulated next steps in their roles.

**End of year impact review – Achieved.**

As above – Computing and TC Champion roles need to be embedded and staff enabled to be more confident in decision-making.

Phase 4: Computing champion has implementing action plan by: supported department staff with individual needs as required (impact: raised IT skill and knowledge of individual staff); led department training i.e. OFFICE 365 email (impact: department in line with whole school needs); updated department in IT needs i.e. regular department discussion on software used (impact: software audit supports whole school overview of software needed in school) Total Communication champion starting action plan following change of teacher in this role.

Ph2Majority of CPD has focused on Apps, software and some training for Parents in Family learning & E Safety. Champion available for Tech support and advice with issues arising. RM/ 365 Training June 2016. Audit responses shared with MW

1e LD/DT Govs HoDs	Ensure consistency of approach in the teaching and assessing of maths across the school.	<ol style="list-style-type: none"> <li>1. Devise and implement a maths pathway for pupils</li> <li>2. Train staff in teaching of maths linked to developmental levels</li> <li>3. Monitor the accuracy and consistency of maths assessment across the school</li> </ol>	Class based staff are confident in the developmental levels of maths and have a range of teaching and learning strategies to employ to support pupil progress in maths	March 2016
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**Mid-year impact/outcome –**  
Curric leads have designed Maths pathway for Phases 2 & 3, this is now being complemented with Phases 2 & 3 collaborating to create a document which has direct links not only to P levels and outcomes but also to suggested resources.

**End of year impact/outcome – Achieved.**  
Pathways have been included in whole school curriculum and Phase planning docs on Office 365.  
Phase 4 Foundation learning grid (Maths) has been discussed in line with Maths pathway for Phase 2 & 3 ->yet to be mapped onto pathway. Phase 4 End of key stage assessment data shows 100% in Upper and Middle Quartiles; Maths external accreditation results were as predicted: Functional skills E1-E3; SIW E2 Shopping for Daily Living; PP E1 Understanding what money is for; PP E1 Early Mathematics AWARD. All pupils p4 and above achieved Maths external accreditation at appropriate level. Ph2 Numeracy gps have ensured collaboration in planning & delivery across department with excellent results in progress.

1f LB	<p>To review pupil target setting with therapists in line with EHCPs</p> <p>To review policy and procedures on privately funded therapists working within school</p>	<p>Meet with therapists to discuss holistic target setting for EHCPs</p> <p>Devise a protocol with teachers and therapists regarding policy and practice for private therapist visits into school.</p>	<p>EHCP targets reflect all the needs of pupils and are supported by all agencies</p> <p>Visits from private therapists to individual pupils are not disruptive to the class and that pupil does not miss essential activities.</p>	March 2016
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**Mid-year impact/outcome –** There is an upcoming interdisciplinary meeting in March which Rosie B and Liz B will attend. Some schools do not use private therapists but a protocol for Milestone is now required.

**End of year impact/outcome – Achieved**  
Shared practice within EHCP process for setting outcomes continues to evolve. Holistic target setting discussed with therapists. Agreed that the EHCP/Statement Annual Review process is where these will be discussed, however, in practise therapists find it difficult to attend and teachers need to get feedback before the review. In June a letter was sent to SP School Heads explaining that secondary aged pupils will be discharged from SPLT however they can be re-referred.  
Draft protocol for private therapists and privately funded LSWs circulated and amended now ready to go to Governors.

**Area 2– Leadership and management**

	Target	Detail	Proposed Impact	Completion Date
2a BR/ AF	Prepare for Ofsted under the new framework	<ol style="list-style-type: none"> <li>1. Train all staff and Governors in the new framework</li> <li>2. Ensure we are compliant with the framework, to include evidencing a wider spectrum of pupil progress</li> <li>3. Update SEF and b profile of the school since last Ofsted.</li> <li>4. Establish an Ofsted inspector section of the new website with all essential documents</li> <li>5. External lessons and work scrutiny support SMT judgements</li> <li>6. Safeguarding health check completed by LA</li> </ol>	School is ready for Ofsted and able to evidence all areas of the school against the framework.	March 2016

**Mid-year impact/outcome - All SMT members have been updated on new inspection framework and Section 8 short inspections so that they are now familiar with the changes. Chair of governors has received two individual training sessions on Ofsted’s expectations of governors. This will be extended later in the academic year to all governors. Ofsted inspector page ready to go onto school website.**

**End of year impact review – Achieved.**

All relevant governors and senior staff are up to date with changes to the Ofsted framework. Inspectors’ page on school website has been set up and is currently up to date. Curriculum framework has been added onto the website so that it is now compliant and meets statutory requirements.



2b LD AH Govs	Achieve Academy status as a multi-academy trust	<ol style="list-style-type: none"> <li>1. Research MAT options and meet with various MATs and schools to assess the best option for the school</li> <li>2. Inform staff of all stages of the process</li> <li>3. Inform parents and guardians of all stages of the process</li> <li>4. Complete and submit MAT application</li> </ol>	School is a MAT	August 2016
<p><b>Mid-year impact/outcome – MAT options have been explored and conversion is scheduled for 01.09.16. Staff consultation as begun and parents have been informed. MAT application to be submitted in March.</b></p>				
<p><b>End of year impact/outcome – <span style="color: red;">Partially Achieved and ongoing.</span> Research inform decision to form an empty MAT as the lead school. School and parents consulted and kept informed. MAT application submitted. Lawyers and Bank appointed. There is a delay due to changing processed at the DfE and academy status will not be achieved for September 1<sup>st</sup> but is still going ahead.</b></p>				
2c  LM/LD HoDs Govs	Increase alternative funds for the school by:	<ol style="list-style-type: none"> <li>1. Develop the school fundraising strategy, to include information for prospective supporters, Phase priorities (including residential priorities by Oct) and pro-forma for classes to submit.</li> <li>2. Review the impact of fundraiser role</li> </ol>	<p>Increase in alternative funds coming into school linked to an action plan</p> <p>Fundraiser role evidenced as providing value for money</p>	<p>February 2016</p> <p>July 2016</p>
<p><b>End of year impact/outcome – <span style="color: red;">Not Achieved, although several successful funding bids made.</span> Phase 4 liaised with Business Manager re. funding applications for 4S and 4K residential to Barnwood Trust to support the residential taking place for a cohort of learners with a wide range of SEN and challenging needs before they leave school. Successful bid made for development of sensory garden outside resources room. Finance and staffing Governor Committee discussed options for a fundraiser on July 5<sup>th</sup>, decision made to propose to Full Governing Body that we employ a professional fundraiser 2 days per week for a year.</b></p>				

2d AF LD	Monitor and evaluate the new leadership structure to evaluate impact on school improvement. To include the impact of teachers having a subject coordination role.	<ol style="list-style-type: none"> <li>1. New structure to be explained to staff and Governors in more detail</li> <li>2. PJ role to be evaluated by March 2016</li> <li>3. TLR leads to be line managed by AF</li> <li>4. Teachers to be affiliated to a subject area</li> <li>5. Structure to be reviewed mid-year via audit, this includes split of SLT meetings</li> <li>6. Structure to be reviewed in summer term and impact shared with Governors</li> </ol>	New leadership structure results in positive developments in teaching and learning across the school.	<ol style="list-style-type: none"> <li>1. Sept</li> <li>2. March</li> <li>3. Sept</li> <li>4. Nov</li> <li>5. Feb</li> <li>6. June</li> </ol>
<p><b>Mid-year impact/outcome</b> - Changes to the TLR structure have resulted so far in significant developments to the school's curricular. The Curriculum Leads have taken ownership of curriculum development in each phase, ensuring that it has sufficient breadth, depth and fluency across phases. TLR for Communication, Language and Interaction is working alongside TC champions to audit whole school provision of TC, including staff training needs. PSHE TLR is currently implementing the new PINK curriculum whole school and incorporating the Swiss Cottage Life Skills planners into it.</p> <p><b>End of year impact/outcome – Achieved.</b></p> <p>TLR team work as a cohesive unit which has resulted in significant changes being made to the school's curricula. The fundamentals of the curriculum are in place and include maths, English, Phonics, Computing, PSHE pathways which have enabled staff to have a clear understanding of whole school curriculum expectations. Life skills curriculum will be mapped across the school's curricula at the beginning of June. TLR for C,L &amp; I has set up a C,L&amp;I hub which will ensure that specific staff working in school in these areas will work holistically and effectively. PJ role is now permanent. SMT are currently reviewing the impact of the 2 Department Coordinators. Creation of SLT for T&amp;L is effective in ensuring Head and Deputy are updated on curricula changes and assessment data analysis.</p>				
2e DT AF	Implement revised systems for monitoring and evaluating teaching and learning.	<ol style="list-style-type: none"> <li>1. Review our systems to ensure that we have a whole school picture of the following and how they impact on pupil progress <ul style="list-style-type: none"> <li>classroom environments</li> <li>behaviour management</li> <li>Total Communication</li> </ul> </li> </ol>	Data from monitoring systems is accurate and informs school development including CPD programmes	March 2016

**Mid-year impact/outcomes – Achieved.**

IT and TC Champions meet with AF and HoDs to ensure consistency of approach. Following visit of FP, DT and AF have identified areas of priority, created Record of Teacher Development, and will meet with all teachers. **Whole school work scrutiny in the spring term identified clear areas for improvement in each Phase. Progress made towards these areas for development will be monitored in further work scrutinies this academic year. The school environment was a focus in a recent learning walk with the school’s improvement partner, which also identified key areas for whole school development.**

**End of year impact/ outcomes –**

HoDs monitoring roles have been clearly defined and monitoring tables & calendars agreed.

DT is continuing to meet with HoDs to ensure monitoring is effective.

TLR for C, L & I and TC champions have audited a selection of pupils in each department who use TC and as a result will be creating a communication progress sheet for relevant pupils to be amended throughout their whole school life. This will mean that all staff working with pupils who use TC methods will have a clear understanding of which methods; equipment etc. pupils use in order to communicate clearly and effectively. Outcomes of the spring term work scrutinies have been fully implemented and monitored by HoDs in their departments so that improvements are visible. School corridors have been cleared and protective display boards will be shortly ordered so that the school environment is visibly improved.

HODs agreed format for common monitoring table ready to use in September 2016

2f AH JB Govs	Ensure school environment is safe for pupils.	Restructure Safety in School Group into Health and Safety Committee. Add H&S as a regular agenda at Full Governors. Develop and monitor inspection policies	The school and campus are as child safe as feasible with an action plan for future improvement	March 2016
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**Mid-year impact/outcomes – Currently reviewing site security and creating new access protocol. All Health and Safety material, guidance etc now on office365. Further work required on coded entry for all swimming pool doors and the top handles of some classroom doors.**

**End of year impact/ outcomes – Achieved. Long term plan to make the school secure as part of the Chamwell Project. Attendance has increased at Health and Safety Committee.**

2g HoDs LC-D LM	Review internal & external processes for EHCP outcomes in conjunction with L.A.	Implement TAC/EHCP process across school and monitor the impact on teaching and learning and on management and teacher time. Liaise with the LA to review process and practice and provide feedback to them on impact JS to be part of LA EHCP review group	TAC and EHCP process is embedded and is benefitting the pupils.  New EHCP is manageable within non contact time available	June 2016
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**Mid-year impact/outcomes – EHCP now a process similar to the statementing process. Specific outcomes and progress are shown and are Local Authority compliant.**

**End of year impact/ outcomes – Achieved. Credit to those chairing and a special thank you to LCD.**

JS liaised with LCD & LM and LA re. Training for SEN schools in EHCP review process supporting admin to set up process to meet statutory needs and guiding staff through process to minimise duplication of paperwork. Staff have worked with HoDs to create system to show progress in EHCP outcomes; to be discussed with families at parents evening and to present at review. Current issues have been explained to OSFTED inspecting LA

**Some Statements and EHCPs have not been amended by LA despite recommendations from the Annual Reviews. This is outside of our control.**

### Area 3 – Personal Development, behaviour and welfare

	Target	Detail	Proposed Impact	Completion Date
3a RW/JH	Train staff in Sleuth and evaluate the impact of the software after 1 school year of use.	Roll out training for all staff JH and RW to monitor input for detail and accuracy Evaluate impact on assessing behaviour and use of data to inform behaviour management plans etc	Sleuth provides an efficient means of collating useful data on behaviour resulting in improvements in pupil progress	May 2016
<p><b>Mid-year impact review approximately majority of staff are now trained in using Sleuth via group and individual sessions. Further training will be offered on an on-going basis. Increase in incidents reported due to staff confidence and ease of the use of the system. Creates a much more realistic picture of behaviours around school and enabling us to target support more effectively. Quality of reporting still needs monitoring.</b></p> <p><b>End of year impact review: Achieved. Recorded minutes at SMT. 15 – 20 incidents a week. Training has been provided. Next steps – to refine use of Sleuth data more to analyse behaviour patterns.</b></p>				
3b BR AF Govs	Provide Governor training in Safeguarding to include a 'mocksted' on Safeguarding around premises.	<ol style="list-style-type: none"> <li>1. Governors to access online Safeguarding training</li> <li>2. Governors to access training via Interschool Collaboration Group</li> <li>3. LA lead for Safeguarding to carry out check on Safeguarding processes.</li> <li>4. Safeguarding Governor [MO] to attend school Safeguarding Practice Review meetings</li> </ol>	<p>Governors are fully trained in Safeguarding and able to monitor school practice effectively.</p> <p>School is fully compliant with Safeguarding as assessed by LA lead.</p>	<ol style="list-style-type: none"> <li>1. Sept</li> <li>2. Oct</li> <li>3. Jan</li> <li>4. Nov</li> </ol>

<p><b>Mid-year impact review 1. Governors sent (Sept '15) (and re-sent Jan '16) on-line course instructions. 2. Completed. 3. Safeguarding health-check – completed 12.1.16. 4. MO attended 19.1.16 Safeguarding Practice Review meeting.</b></p> <p><b>End of year impact review - <b>Achieved.</b></b></p>				
3c MW SMT	Develop the school as a Total Communication environment to enhance pupil well-being, progress and behaviour management. To include audits using the classroom environment checklist.	<ol style="list-style-type: none"> <li>1. Train staff in the classroom environment check list</li> <li>2. HoDs to carry out classroom environment audits with teachers</li> <li>3. MW to work with HoDs to develop action plan for whole school</li> <li>4. Baseline TC use across school listing individual pupil and class systems</li> <li>5. MW to mentor additional GTC trainer in school in so she can deliver course 1 training to school staff and to those on the central TC waiting list in the Gloucester area</li> </ol>	All classes are appropriate for pupil group and enhance teaching and learning, pupil well-being and behaviour.	<ol style="list-style-type: none"> <li>1. Dec</li> <li>2. Feb</li> <li>3. Mar</li> </ol>
<p><b>Mid-year impact review:</b> TC champions appointed for each Phase. Mandy W is working with HoDs on action plan. MW has mentored Julie Tandy as TC course 1 trainer.</p> <p><b>End of year impact review - <b>Partially achieved.</b></b> After discussion it was decided to map a more coherent role for the TC TLR post holder, the new title is Communication, Interaction and Language Curriculum Lead [Mandy Walton]. Mandy then revised the targets above to focus on developing the communication, interaction and language curriculum offer for all pupils. Please see MW impact statements for more details. Although this target is recorded as partially achieved the revised role and amended focus will have a much more positive impact over time.</p>				
3d LD RW	Evaluate the impact of the Interventions Team on pupil behaviour and wellbeing.	<ol style="list-style-type: none"> <li>1. Inform staff of the role of the team in supporting individual pupils and staff teams</li> <li>2. Hold regular IT meetings to discuss pupils and class groups and decide on support</li> <li>3. Evaluate impact of IT over time on pupil and staff wellbeing and on teaching and learning</li> </ol>	Individual pupils and staff are supported by IT to ensure that specialist strategies and behaviour plans are fully utilised to reduce difficulties.	<ol style="list-style-type: none"> <li>1 Sept inset</li> <li>2 Ongoing</li> <li>3 June 2016</li> </ol>

**Mid-year impact review An action plan has been created and the staff kept informed. The targeted interventions have been actioned. Projects such as Buzzbeat, Fired Up and Bike project have proved successful. Team members have supported identified teachers and classes.**

**End of year impact review: **Achieved – the team is clear on targets for next year.****

3e JP LB	Enhance staff skill in teaching PE via using primary sport funding to develop the quality of teaching and learning.	<p>Teachers questionnaire will be sent out to gain feedback of how well Real PE has worked in their classroom e.g. what worked well, need for equipment, training needs etc....</p> <p>2. Specific REAL PE 'top up' training for teachers within each Phase to ensure skilled teachers are delivering and cascading new ideas to staff. This will be paid for by the Primary Funding.</p> <p>3. REAL PE lesson observations - feedback to teachers on how they could improve their delivery of Real PE</p> <p>4. To attend phase meetings to promote Real PE - answer questions from teachers and ensure the resources are being used effectively (Phase 3 and Phase 4 has already been done)</p>	Staff who deliver PE lessons are trained and confident to deliver good or outstanding lessons.	<p>1. Jan</p> <p>2. June</p> <p>3. Feb</p> <p>4. Mar</p>
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**Mid-year impact review - JP has completed point 3 for Phases 2&4. There have also been curriculum and assessment meetings.**

**End of year impact review – Achieved. Next steps: clearer evidencing system needed for next year.**

JP is leading weekly PE sessions with Ph2 pupils, teachers and LSWs working alongside to share skills. Impact on learning levels has proved difficult to assess as with the implementation of REAL PE, different skills have been developed to those listed under PE Curriculum. Funding has been used to buy additional equipment, facilitate events: Wheelchair Rugby, Panathlon, Functional Fitness sessions for 30 pupils across school

JP sent questionnaire to PH2 staff PE sessions:

The overall impact of delivering PE to two groups has been extremely positive. The feedback has highlighted the importance of ensuring Real PE is delivered in a fun and exciting way to pupils. Pupils seem more engaged within a larger group and have made good progress since the sessions began.

The impact of the focused PE training can be seen in the end of keystone (Y6) results. 33% of the cohort made 3 levels of progress, 29% made 2 levels of progress and 29% made 1 level of progress. 7 classes, with a cohort of 58 pupils for whom data could be analysed, were provided with training. Of these pupils, 62% made progress. Staff confidence level has increased in delivering PE..

**Area 4 – Outcomes for children and other learning**

	Target	Detail	Proposed Impact	Completion Date
4a	Evaluate our success in preparing pupils for the next stage in their education or training.	1. Work with Transition advisors to monitor and track pupil progress post school.	School can evidence the impact of preparing our pupils for post school life.	1. Dec
JS VH	Produce a report on the outcomes of school leavers of the last three years and use to inform future planning.	2. Produce a report that can be shared with Governors and that informs future decisions for preparing pupils for post school options	School has information regarding post school life of pupils to inform our curriculum planning.	2. May

**End of year impact review – Achieved.** Of the total leavers there are no NEETS recorded. Janine has compiled a list of past leavers and working roles achieved. Destination data for leavers has been collated for 3 year period showing 100% of leavers in education and following appropriate progression route. Data validates Phase 4 Preparing for Adulthood curriculum, especially Employment strand; 8/13 supported internships in county were given to former pupils and of those 2/4 gained paid employment were former pupils. Data was praised as Outstanding by HMI/OFSTED inspector in recent LA inspection.

4b DT JS VK	Carry out an audit of Life Skills to ensure they: - promote British Values through our spiritual, moral, social and cultural education across the whole school curriculum - support the development of the 'whole child'.	<ol style="list-style-type: none"> <li>1. Train staff in British Values and SMSC</li> <li>2. Produce a model lesson plan proforma that records BV and SMSC and Life Skills</li> <li>3. Audit the suitability of the Life Skills curriculum</li> <li>4. Devise a means of recording and measuring Life Skills progress</li> </ol>	The school has an appropriate Life Skills Curriculum that encompasses BV and SMSC and pupil progress in these areas can be tracked.	May 2016
<p><b>Mid-year impact review:</b> Curriculum documents have been revised to ensure BV and SMSC. PSHE TLR is currently implementing the new PINK curriculum whole school and incorporating the Swiss Cottage Life Skills planners into it.</p> <p><b>End of year impact review – Partially Achieved. Some progress made but further work to be completed.</b></p> <p>British Values statement has been reviewed and included in whole school curric docs.</p> <p>Phase 4 added PINK to Phase 4 curriculum for 2015/2016; this has now been made Core in curriculum development plan for 2016/2017; Life skills achievements in external accreditation : Personal Progress E1 Skills for Independent Living pupils P4 -&gt; E1 achieved AWARD or CERTIFICATE ; Skills for Independence and Work E2 all pupils NC 2 + achieved AWARD.</p>				
4c MW/AF /HoDs/ CC	Pilot Leuven Scales and investigate feasibility and relevance.	<ol style="list-style-type: none"> <li>1. Pilot the use of Leuven Scales with pilot group of pupils.</li> <li>2. Evaluate the impact of using Leuven Scales on teaching and learning</li> <li>3. Decide if to spread the use of Leuven Scales across the school</li> </ol>	There is an evidence base to inform a decision regarding the use of the Leuven Scales for pupils.	May 2016
<p><b>Mid-year impact review</b> Leuven Scales have been investigated and are considered an appropriate means to assess and record pupils' emotional well being. 'Thrive' is also being investigated as an alternative to the Leuven Scales. A decision will be made by the end of the summer term in discussion with HoDs and SLT.</p> <p><b>End of year impact review – Not Achieved.</b></p> <p>Leuven Scales will not be implemented this year. Instead engagement scales 1-5 have been added to the school's annotation table. Boxall profile to be used to baseline where they are. Impact of this will be assessed 2016-17. We now have 2 thrive trained practitioners with in the school and principals of thrive will be initiated in the school in September.</p>				



4d HoDs	Continue and enhance family knowledge of teaching and learning at the school and through Department family learning activities.	<ol style="list-style-type: none"> <li>1. Parent/Guardian questionnaire to go out asking for ideas of information and learning parents/guardians would like.</li> <li>2. HoDs to provide some family learning/information events either departmentally or cross phase</li> <li>3. Parents/Guardians to complete evaluations of events to inform impact and future events</li> <li>4. Ensure the new website provides families/guardians with relevant information</li> </ol>	Parents and Guardians have access to up to date information regarding the work of the school and are able to access relevant events to build their knowledge	March 2016
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**End of year review – Achieved.**

Sue Reed took on the role of developing and monitoring learning activities across the school – see her report.

IT champions tasked with developing e-safety guidance for parents.

Phase 1 held the following: a coffee afternoon leading into an assembly - 8 parents attended; an autism information coffee morning – 12 parents attended; a Total Communication course for parents - two sessions of Level One training.

Phase 2 held an E Safety presentation and shared useful websites in the Spring Term. See Report from Sue Reed.

Phase 3 produced a parent guide to supporting the development of reading at home. This was provided to parents at Harvest and Christmas events, subsequently shared with all Phases.

Phase 3 held an art coffee morning with interactive displays and opportunities for parents to engage with staff and children. Colin produced the Kapok tree play with KS 3 pupils – parents invited, multiple classes involved.

Phase 4 offered 2 early evening Family Learning events: (1) Teaching and Learning in Phase 4 : E safety / Sensory / Community cafe *0 families attende.*  
(2) Transition to Post 16 and to Adult services - *5 families attended* Evaluation : to consider timing of event? Transition event to be added to 'Where Next' Spring 2017.

SR has completed audit of parent workshop priorities. SR is working with HoDs to develop whole school and phase actions.

**Number of targets 22**

- 16 achieved 73 %**
- 4 partially achieved 18%**
- 2 Not achieved 9%**