



Pioneer House

2016-19

SCHOOL DEVELOPMENT PLAN



| Comment | Date | Status | Author |
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| Submitted R Mortlock | 05.02.16 | Draft for approval | Wendy Godfrey |
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Piper Hill
LEARNING TRUST

Contents

Vision

Aims

School Development Planning: Overview

Roles and responsibilities

School Development Priorities and Action Planning

- Leadership and Management 2016-19
- Quality of Teaching, Learning and assessment 2016-19
- Personal development, Behaviour and welfare 2016-19
- Pupil Outcomes 2016 – 2019
- Effectiveness of 16-19 Study Programmes 2016-19

Vision

Pioneer House High School has an aspiration to be an outstanding school that offers a strong focus on applied learning and prepares young people for the world of work. We do this by teaching through enterprise projects and real work. We want every young person leaving our school to enter an appropriate college place, supported internship or apprenticeship leading to supported employment and potentially independent employment.

Pioneer House High School is a 100 place free school, in Manchester, for children and young people 11 – 19 years with significant learning needs. Pioneer House will open in September 2016 with 25 places, increasing in to 50 places September 2017.

We are keenly aware of the Government's ambition to improve employability rates amongst Learning Disabled adults. The Government's published figures indicate that in 2012 only 7% Learning Disabled adults were in employment; the majority of which was part-time work. (*Ref: Department of Health's Adult Social Care Outcomes Framework 2012 & Report on People with Learning Disabilities 2011*).

Our vision is to address this by working closely with local employers and by changing the mind-set of parents/carers and students. The curriculum in Pioneer House has a strong focus on business and enterprise and on developing employability skills. This includes developing the 'softer skills': communication; resilience; working in a team; reliability and being able to travel independently. The curriculum is underpinned by a robust qualifications framework that has relevance for pupils, families and employers, ensuring that many more learning disabled young adults have a pathway that leads into work.

Pioneer House High School will make a real difference for our students and will have a positive impact on the numbers who can gain employment after completing education. 100% of students will access a meaningful employment experience during their time in the school's Further Education Department.

The school development plan builds upon the compelling vision articulated in the Trust's application to develop a new school, describing the key priorities over the pre-opening phase and the first three years. The goal of this three year plan is to deliver the school into full capacity at the beginning of Year 4 as a maturing school with an embedded understanding and culture of outstanding teaching and learning, an increasing leadership capacity to maintain high standards of provision and a highly skilled workforce with the skills and vision for continues improvement.

Aims

- To promote the spiritual, moral, cultural development of students, providing an “I can do” culture that gives opportunities and experiences whilst encouraging life-long learning.
- To promote confidence, responsibility, success and a positive attitude to adult life whilst developing life skills and opportunities for living a full life in the wider community.
- To provide a suitable, happy and secure working environment in which students develop their abilities and make progress according to their individual needs.
- To acknowledge the uniqueness and intrinsic value of all students and staff in school.
- To forge positive working relationships with parents and carers and encourage a partnership between home and school, involving parents in all aspects and stages of school life.
- To encourage students to pursue personal interests; to make their own choices and decisions so they can contribute positively to society; and have their skills and talents utilised in the workforce of the community.
- To develop skills and knowledge that would support students in the world of work and life-long meaningful employment.
- To promote equal opportunities, embracing everybody regardless of disability, gender, race, age or sexuality.
- To promote fundamental British Values as part of SMSC, PSHE and Citizenship.

School Development Planning

As Pioneer House High School grows towards full capacity and beyond School Development Planning will be determined by a number of factors:

- Robust and effective School Self Evaluation which will form a core part of school life;
- Internal stakeholders views i.e. executive head teacher, staff, parents/carers, governors and pupils;
- External stakeholders views i.e. Local Authority (LA), Ofsted, external Quality Assurance, external accreditation e.g. Investors in People, employers and community partners;
- The changing context of the special school setting.

In order to establish and maintain a culture of high standards and outstanding pupil outcomes, the school will reflect, evaluate, respond and develop. Pioneer House aspires to be an outstanding school, providing excellent facilities, an innovative curriculum and world class teaching. School development planning will be ongoing, based on the drive to improve the education we offer to all pupils in each key stage of the school.

Robust monitoring and evaluation systems will include rigorous tracking and data analysis and clear channels of communication for stakeholders. This process in Pioneer House High School will include a description of how the school's targets have been arrived at, the criteria by which these will be monitored and how progress to targets will be measured and evaluated. There will be appropriate use of quantitative and qualitative data to inform the development planning process, such as key stage assessment information, internal assessment data and information derived from questionnaires and surveys. Key initiatives will be reported on at every Governing Body meeting and the school will evaluate all the crucial actions and their effectiveness.

The quality assurance system of the school development plan revolves around high quality teaching staff, effective leadership including a highly effective Governing Body and external moderation through the Trust, independent Quality Assurance, Ofsted and external awarding bodies.

School development planning will link closely to the vision, aims and objectives for the school. It will identify the steps which the school intends to take to achieve these objectives and will comprise specific and detailed actions to be taken in order to address the school's priorities in developing leadership at all levels, raising the quality of teaching and learning, improving pupil outcomes, promoting excellent personal development and pupil welfare. Following evaluation of previous outcomes, it will identify clear success criteria for improvement. It will also identify the resources, based on rigorous financial planning, required to enable the school to meet its objectives.

Given current Ofsted scheduling, Pioneer House will have its first full inspection in Year 3 which will further inform the School Development Plan.

Leadership roles and responsibilities

The driver for continued school development will be highly effective leadership by the Head teacher and the Governing Body.

The school aims for outstanding leadership and management, developing and distributing leadership as pupil numbers increase and further leadership posts are established.

Throughout the life of the school, overall leadership of the Trust by the Executive Head Teacher and Trust Board will challenge and support school leaders to develop provision to the very highest levels.

The following table indicates the distribution of leadership and accountability in all key development areas over the course of the current development plan, each of which is closely allied to the framework for inspection adopted by Ofsted at the time of writing

| School Development area | 2016-17 | 2017-18 | 2018-19 |
|---|----------------|-----------------|------------------------|
| Leadership and management | HT | HT, DHT | HT, DHT |
| Teaching, Learning and assessment | HT , DHT | HT, DHT, AHT | HT, DHT, AHT1, AHT2 |
| Personal development, behavior and welfare | HT | HT, AHT | HT AHT1 |
| Pupil outcomes | HT | HT, DHT, AHT | HT, DHT, AHT1, AHT2 |
| 16-19 study programmes | HT, DHT | HT, DHT, | HT, DHT |

School Development Priorities 2016-19

2016-17 Key development priorities

1. To ensure that the large majority of teaching and learning is at least good or better.
2. For the large majority of Pioneer House pupils to make at least good or better progress in Maths and English in 2016-17.
3. To increase the number of real and simulated work placements in order for Key Stage 5 pupils to make at least good or better progress in vocational learning.
4. To actively promote the school offer in order to secure the maximum number (to 50) of places for 2017-2018.
5. To ensure that Safeguarding procedures across school are highly Effective in line with current outstanding practice in the Trust
6. To continue to work with the EFA, architects and contractors to develop a permanent school building which offers excellent facilities to support innovative vocational curriculum delivery

Leadership and management objectives

2016-17

- continue to work with the EFA, architects and contractors to develop a permanent school building which offers excellent facilities to support innovative vocational curriculum delivery, delivery of core and foundation subjects and capacity to develop the school further in years to come;
- implement, evaluate and develop the curriculum, ensuring breadth, balance and impact on pupils' outcomes and their personal, development, behaviour and welfare
- draft outline schemes of work for the second year in all curriculum areas
- establish high expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- establish systems for self-evaluation leading to further school development planning that secures continual improvement
- implement a school QA calendar so that senior leaders have a systematic approach to school improvement
- secure and sustain improvements to teaching, learning and assessment
- establish systems to monitor the progress of pupils to ensure that none falls behind and underachieve
- secure engagement with parents, carers and other stakeholders and agencies to support all pupils
- establish effective safeguarding procedures which are embedded in the life of the school

2017-18

- Continue to implement, evaluate and develop the curriculum, ensuring breadth, balance and impact on pupils' outcomes
- draft outline schemes of work for the third year in all curriculum areas
- Establish a developing and extending system of curriculum leadership
- extend systems for self-evaluation leading to further school development planning and distributed leadership and accountability across the school
- establish a programme of continuing professional development for teachers at the start their careers and later;
- develop leadership team and capacity, recruiting high calibre staff
- extend performance management to promote effective practice across the school
- measure the impact of additional funding, including the pupil premium, on outcomes for pupils, demonstrating effectiveness to governors
- establish developing extra-curricular enrichment opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- evaluate how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- establish an appropriate vocational curriculum and accreditation so that pupils are well prepared for their next steps in education or employment

2018-19

- review the effectiveness of leadership and management against the appropriate standards and expectations
- continue to extend systems for self-evaluation leading to further school development planning across the school with action plans to move all areas towards 'outstanding'
- continue to develop leadership at all levels
- Continue to implement, evaluate and develop the curriculum and its impact on pupils' outcomes
- draft outline schemes of work for the fourth year in all curriculum areas
- Develop the programme of continuing professional development for teachers in response to self evaluation and development planning
- extend performance management to promote effective practice across the school

Key Priority 1. Leadership and management 2016-19

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|---|--|------------------------------------|--|---|
| 2016-17 | | | | | |
| 1.11 Establish permanent school building and facilities 2017 onwards | Work with EFA, architects, contractors | Sept 2016 ongoing | ELT HT | Plans in place for refurbishment and new build on Yew Tree Lane site Curriculum development and innovation supported by new facilities | 100% school leavers secure college places, apprenticeships, internships or employment as a result of an outstanding vocational curriculum All pupils are making at least expected progress, some pupils make better than expected progress |
| 1.12 Establish systems and structures for curriculum monitoring and development | <p>Curriculum leadership identified: *HT - Core subjects, IPC, KS3 Vocational, PE, PSHE, RE, SKILL curriculum *DHT – KS5 Vocational, Healthy Lifestyles, KS5 Functional Skills</p> <p>Curriculum content developed and evaluated for Vocational curriculum: progress measures identified</p> <p>Curriculum content developed and evaluated for Healthy Lifestyles: progress measures identified</p> | <p>Sept 2016</p> <p>10.16 to 2.17</p> <p>1.17 – 6.17</p> | <p>SLT *</p> <p>DHT</p> <p>DHT</p> | <p>Curriculum content plan is developed and followed</p> <p>Curriculum in place and followed, pupil progress monitored</p> <p>Curriculum in place and followed, pupil progress measures in place for 2016-17</p> | <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> <p>Pupils are making good progress</p> <p>Progress measures included on Classroom Monitor</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|---|---|----------------------------------|--|--|
| | <p>Teachers planning is monitored</p> <p>Daily SLT learning walks</p> <p>Formal lesson observations each term</p> <p>Pupil progress monitoring</p> | 7.10.16 | HT HT, DHT | <p>Curriculum delivered in a creative and engaging way, planning identifies assessed levels and personalized targets</p> <p>Quality of T&L is an agenda item on weekly PH SLT mtg. Outcomes of LWs inform SDP action planning and NQT sessions</p> <p>Assessment and Pupil outcomes are an agenda item on weekly PH SLT mtg. Assessment is embedded and relates to pupil outcomes identified in SOWs and curriculum; Pupils making good progress</p> | <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> <p>Teaching is judged at least good or better by July 2017</p> <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> |
| 1.13 Overall curriculum plan in place with Year 2 Schemes of Work in all areas. | <p>Working from Curriculum section of Education plan draft outline content plan for KS3 and KS5</p> <p>Curriculum content developed and evaluated for Vocational curriculum: progress measures identified</p> | <p>March 2017</p> <p>10.16 to 2.17</p> <p>1.17 – 6.17</p> | <p>SLT</p> <p>DHT</p> <p>DHT</p> | <p>Modules written to guide delivery in each curriculum area in Year 2</p> <p>Curriculum in place and followed, pupil progress monitored</p> <p>Curriculum in place and followed, pupil progress measures in place for 2016-17</p> | <p>All pupils are making at least expected progress, some pupils make better than expected progress in all subjects in Year 2</p> <p>Pupils are making good progress</p> <p>Progress measures included on Classroom Monitor</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|---|---|---|--|---|
| | <p>Curriculum content developed and evaluated for Healthy Lifestyles: progress measures identified</p> <p>Staff trained on delivery of IPC</p> <p>Modules delivered according to SOW using IPC materials</p> <p>IPC evaluated</p> | <p>Sept-Oct 17</p> <p>Ongoing</p> | <p>HT</p> <p>DC</p> <p>HT</p> | <p>Teachers and classroom team report good understanding of IPC delivery</p> <p>Lesson show good levels of challenge and engagement, pupils making good progress</p> | <p>Analysis of pupil progress on IPC measures indicates at least good progress</p> |
| <p>1.14 Establish systems and structures for self-evaluation</p> | <p>SLT monitoring against all areas of development planning</p> <p>Draft SEF format agreed upon</p> <p>Self evaluation informing CPD, coaching and mentoring, observation of outstanding practice in Trust</p> <p>Rolling school SEF produced</p> <p>School improvement action planning</p> | <p>Sept 2016 ongoing</p> <p>26.9.16</p> | <p>SLT</p> <p>ELT</p> <p>GB</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> | <p>All areas are monitored on a regular basis; SLT weekly updates to ELT from October 16</p> <p>SLT have a very good understanding of the school's strengths and areas for development; Governors are informed of school performance each half term; Action planning drives school improvement; SEF moderated by ELT</p> | <p>Pioneer House is judged at least good in all areas in first Ofsted inspection</p> <p>Education advisor judges school to be making good progress towards first inspection</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|---|--|-------------------|--|---|
| | Moderated learning walks and lesson observations with ELT, SIP | March, July 17 | EHT, SLT, SIP | SLT evaluation of Quality of T&L confirmed in joint observation | Targets to support School Development priorities are met |
| 1.15 Establish a system to support the operational leadership for the school year on year | Draft a QA calendar Update in relation to SDP | Oct 16 | SLT, LG | School development plan key priorities delivered in a timely way | Pioneer House is judged at least good in all areas in first Ofsted inspection |
| 1.16 Improve quality of teaching and learning | NQT programme implemented with formal lesson observations each term ; coaching and mentoring, observation of outstanding practice in Trust Daily SLT learning walks Pupil progress monitoring | Sept 2016 ongoing End of each half term | SLT HT | NQTs making good progress towards Teacher Standards NQTs meeting development targets Quality of teaching and learning improving over time Pupils are making good progress | All pupils are making at least expected progress, some pupils make better than expected progress All teaching is at least good by the end of 2016-17 |
| 1.17 Establish systems and structures for progress tracking | Classroom Monitor purchased for school – Piper Hill curriculum and IPC Pioneer House system built following population of SIMS Teachers make baseline assessment of pupils with support | June 2016 Sept-Oct 16 Oct 16 | LM, HT LM | Good formative and summative assessment in place Trust expectations of progress assimilated into assessment policy and measured using a similar system Accurate teacher assessment | All pupils are making at least expected progress, some pupils make better than expected progress |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|--|--|--|---|---|
| | <p>from Piper Hill subject specialists and SLT</p> <p>Teacher assessments moderated by SLT for accuracy</p> <p>Coaching and mentoring for teachers in relation to formative and summative assessment;</p> <p>Pupil progress meetings established</p> <p>Pupil progress data recorded and analysed termly</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Spring 17</p> | <p>DC, MD</p> <p>HT</p> <p>SLT</p> <p>HT</p> <p>HT</p> | <p>Progress data informs pupil progress tracking</p> | |
| <p>1.18 Establish and engage parent, carer and stakeholder support for pupils</p> | <p>Establish formal reporting arrangements within school – end of term reports, parents and carer days, EHC planning and reviews</p> <p>Create opportunities for informal events relating to learning – Parents for Tea, coffee shop mornings, open days etc.</p> <p>Dates for Y7 and Leavers EHCP review meetings set</p> | <p>July 16</p> | <p>SLT</p> | <p>Parents and carers visit school</p> <p>Pupils have an opportunity to share their work</p> <p>Students are keen to take evidence of their learning home</p> <p>Parents engage with homework</p> | <p>Over 75% parents attend EHC planning</p> <p>Over 50% parents attend parents and carer days</p> <p>75% parents and carers report that communication with school is good or better in their feedback</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|--|--|----------------|--|---|
| | EHCP reviews Y7s and Leavers | w/b 17.10.16, 31.10.16 | | | |
| 1.19 Safeguarding procedures across school are highly Effective in line with current outstanding practice in the Trust | Complete NSPCC ESAT safeguarding self-audit, including governors. Draft Safeguarding development plan Develop Safeguarding training plan over the year Link to Piper Hill CPOMS recording and reporting system Staff safeguarding handbook in place Safeguarding training included in new staff induction HT and DHT mentored by Trust safeguarding lead to provide outstanding safeguarding support | Oct 17 Nov 16 Sept 2016 Oct 16 Sept 16 | SLT SLT | CPOMS in place a ready for use Staff confident in following safeguarding policy and protocol SLT have received personalised training and are confident in school safeguarding protocol | 85% new staff report that induction arrangements in relation to safeguarding are outstanding and none that it is less than good in their feedback Safeguarding incidents and issues within the first year are dealt with quickly and effectively |



Teaching, Learning and Assessment objectives

2016-17

- establish and deliver a robust and effective NQT programme to ensure that the teachers' standards are being met
- Establish effective coaching and mentoring by senior leaders so that teachers and other staff have consistently high expectations of what each pupil can achieve
- Ensure that teachers take responsibility for their own professional development, accessing outstanding practice within the Trust, so that they and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Ensure a school wide understanding of formative and summative assessment so that information is gathered from looking at what pupils already know, understand and can do, and is informed by previous providers as appropriate
- Engage with parents, carers and employers to help them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

2017-18

- Establish a flexible, responsive and effective programme of CPD so that all staff understand what makes outstanding teaching and learning
- Coach and mentor teachers so that they understand how to move their teaching from good to outstanding
- Introduce peer development teams so that teachers share and develop best practice
- Implement formal and informal systems of monitoring of the quality of teaching and learning by school leaders linked to effective and ongoing CPD
- Link whole school development priorities and pupil outcomes to teacher performance management targets

2018-19

- Further develop monitoring and evaluation of the quality of teaching and learning in line with the school's accountability structures
- develop a flexible, responsive and effective programme of CPD so that all staff have a more refined understanding of outstanding teaching and learning
- continue to link whole school development priorities and pupil outcomes to teacher performance management targets

Key Priority 2: Teaching, Learning and assessment 2016-19

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|---|-------|--|--|--|
| 2016-17 | | | | | |
| 2.01 All staff have a firm understanding of the constituent parts of outstanding teaching and learning | HT and DHT undertake joint learning walks and lesson observations in Piper Hill to establish a shared understanding teaching and learning | 09.16 | SLT | SLT can clearly articulate good and outstanding teaching | 100% observed lessons are at least good; some are outstanding in Year 1 |
| | Establish good induction programmes demonstrating outstanding teaching and learning to new staff | 09.16 | | All staff can articulate what good and outstanding teaching look like There is a shared vocabulary in school in relation to teaching and learning | All pupils are making at least expected progress, some pupils make better than expected progress in Year 1 |
| 2.02 Establish an assessment and progress tracking system | Extend current Trust system to be available to Pioneer House pupils | 09.16 | SLT | Staff understand how to use the pupil progress tracking system | Pupils make outstanding progress over time in Year 1 in Maths and English |
| | Establish appropriate assessment and tracking system for thematic curriculum delivery | 09.16 | | In Year 1: <ul style="list-style-type: none"> All staff have a clear picture of current performance in core subjects | 100% school leavers secure college places, apprenticeships, internships or employment |
| | Establish appropriate assessment and tracking system for vocational curriculum delivery | 10.16 | | <ul style="list-style-type: none"> Target groups identified and a programme of support is planned | |
| Establish tracking system for accreditation | 11.16 | | <ul style="list-style-type: none"> Teaching included differentiated activities based on current performance | | |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|---|--|----------------------------------|---|--|
| 2016-17 | | | | | |
| 2.11 NQT staff will meet all Teacher Standards by the end of the year | <p>Deliver a robust and effective NQT programme</p> <p>Effective coaching and mentoring by SLT to ensure high expectations and good practice</p> <p>Daily walk rounds by SLT</p> | <p>09.16</p> <p>Ongoing</p> <p>Ongoing</p> | <p>DHT</p> <p>SLT</p> <p>SLT</p> | <p>Appropriate targets set following on from ITT year</p> <p>Teachers meet the targets set at regular mentor meetings</p> <p>Mentor lesson observations indicate progress towards the NQT standards</p> | <p>100% new teachers meet Teacher Standards at the end of their NQT year</p> |
| 2.12 Teachers and other staff access high quality CPD to develop their classroom practice | <p>Provide effective and targeted CPD based on</p> <ul style="list-style-type: none"> • individual audit, • SLT walk rounds • Lesson observations • Pupil progress data | 09.16 | SLT | CPD programme in place, taking advantage of the opportunities afforded in the Trust in addition to Pioneer House priorities | <p>100% observed lessons are at least good; some are outstanding</p> <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> |
| 2.13 Establish a school wide understanding of formative and summative assessment | <p>Provide effective and targeted CPD based on</p> <ul style="list-style-type: none"> • individual audit, • SLT walk rounds • Lesson observations • Pupil progress data | 09.16 | SLT | CPD programme in place, taking advantage of the opportunities afforded in the Trust in addition to Pioneer House priorities | <p>100% observed lessons are at least good; some are outstanding</p> <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> |
| 2.14 Engage with parents, carers to inform them about pupil progress and | Establish formal reporting arrangements within school – end of term reports, parents and carer days, EHC planning and reviews | 10.16 | SLT | <p>Parents and carers visit school</p> <p>Pupils have an opportunity to share their work</p> | <p>Over 75% parents attend EHC planning</p> <p>Over 50% parents attend parents and carer days</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|---|--|-------|-----------|--|---|
| ways to help them to improve | Create opportunities for informal events relating to learning – Parents for Tea, coffee shop mornings, open days etc. | | | Students are keen to take evidence of their learning home Parents engage with homework | 75% parents and carers report that communication with school is good or better in their feedback |
| 2.15 Engage with employers to inform them about pupils' strengths and areas of need; discover what they need from us for preparation for employment | Create opportunities for informal events to engage interest and share thinking –working breakfasts, coffee shop mornings, open days, invitations to visit etc. | 11.16 | SLT GB | Employer/School events held Exchange of views leading to improved practice Ongoing relationships established | 75% community business partners report that communication with school is good or better in their feedback |

Personal development, behaviour and welfare objectives

2016-17

- Evaluating Behaviour for Learning and pupil welfare, following evaluation with targeted action planning as appropriate;
- Develop, implement and evaluate an enrichment curriculum to ensure outstanding SMSC provision;
- Work with pupils and families to secure high expectations and practice in attendance and punctuality, particularly for independent travellers.

2017-18

- Implement distributed leadership for personal development, behaviour and welfare;
- Monitor and evaluate the effectiveness of behaviour support provision;
- Monitor and evaluate the effectiveness of safeguarding provision;
- Monitor and evaluate the effectiveness of provision for SMSC development;
- Develop CPD as appropriate to address areas for improvement;
- Continue to monitor attendance and punctuality, introducing personalised programmes as appropriate.

2018-19

- Monitor and evaluate the effectiveness of behaviour support, safeguarding and SMSC development;
- Action plan for development as a result of self evaluation;
- Continue to monitor attendance and punctuality, introducing personalised programmes as appropriate.

Key Priority 3: Personal development, behaviour and welfare 2016-19

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|--|-------------------|------|--|---|
| 2016-17 | | | | | |
| 3.11 Behaviour for Learning monitored and evaluated | Implement IRIS system to monitor any incidence of challenging behavior | 09.16 | HT | Positive behavior promoted in all classrooms | The frequency and severity of incidents of challenging behavior reduces over the year |
| | Behavior intervention planning as appropriate | 09.16 (induction) | HT | Behavior support is well planned, systematically delivered and effective. | |
| | Coaching and mentoring staff as appropriate | | | | |
| | SLT learning walks | Daily | SLT | | |
| 3.12 Enrichment curriculum implemented and evaluated | Implement opportunities for enrichment in relation to thematic curriculum | 10.16 | SLT | All pupils access enrichment activities | All pupils are making at least expected progress in terms of SKILL, personal development and Healthy Lifestyles, some pupils make better than expected progress |
| | Develop after-school clubs | 10.16 | | SKILL, personal development and Healthy Lifestyles pupil progress tracking systems in place | |
| | For KS5 students develop opportunities to travel to enrichment activities across the city | 09.16 | | All pupils make progress in terms of the SKILL curriculum and Healthy Lifestyles curriculum outcomes | |
| | Outcomes for enrichment curriculum identified in terms of the SKILL curriculum and Healthy Lifestyles curriculum | 09.16 | | | |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|--|---------------------------------------|------|---|--|
| | Outcomes measured and analysed to evaluate progress | | | | |
| 3.13 Families and pupils have high expectations in terms of attendance and punctuality | Monitor attendance and punctuality using established Trust systems Develop personalised intervention where attendance is less than good Develop personalised intervention where punctuality is less than good, especially for independent travellers | 09.16 09.16 09.16 | SLT | The majority of pupils have good or outstanding attendance and punctuality Intervention programmes are effective in securing improved attendance Intervention programmes are effective in securing improved punctuality | The school meets attendance targets and no pupils are persistent absentees |
| 3.14 Continue to ensure that pupils' personal development needs are met through <ul style="list-style-type: none"> • curriculum and • enrichment provision • pastoral support | Draft SOW for Healthy Life Styles curriculum in Year 2 Draft SOW for enrichment curriculum in Year 2 Draft SOW for 'SKILLS for Life and Learning' curriculum for Year 1 Track and monitor pupil outcomes | 06.17 02.16 Half termly | SLT | Appropriate curricula in place Staff familiar with Personal Development curricula through induction Pupil outcomes identified informing assessment systems | All pupils are making at least expected progress in terms of personal development some pupils make better than expected progress in Year 2 |



Outcomes for pupils objectives

2016-17

- Monitor and moderate teacher assessment so that accurate progress data is achieved;
- Monitor pupil progress so that pupils progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum;
- Monitor progress towards whole school targets;
- Coach and mentor teachers so that they understand how to address less than expected progress and how to move good progress to outstanding;
- Implement systems to track personalised accreditation;
- establish appropriate accreditation so that pupils attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs;
- Align accreditation with a high quality curriculum offer.

2017-18

- Embed pupil progress review, evaluation and action planning into the school QA calendar so that teachers address pupil progress in a timely and systematic way;
- Establish pupil progress targets in teacher performance management identifying those pupils who find it difficult to make expected progress;
- Continue to develop appropriate assessment as the curriculum develops to take account of the opportunities afforded by the new school site;
- Analyse pupil progress data to identify those pupils who need further planned intervention in order to make expected progress;
- Establish pupil progress systems to support teachers to address less than expected progress and how to move good progress to outstanding for identified pupils.

• 2018-19

- Deliver pupil progress review, evaluation and action planning as part of school QA calendar so that teachers address pupil progress in a timely and systematic way;
- Follow pupil progress protocol to support teachers to address less than expected progress and how to move good progress to outstanding for identified pupils;
- Continue to develop appropriate assessment as the curriculum develops to take account of the increasing curriculum opportunities;
- Analyse pupil progress data to identify those pupils who need further planned intervention in order to make expected progress.

Key priority 4: Outcomes for pupils 2016-19

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|--|--------------------------|------|---|---|
| 2016-17 | | | | | |
| 4.11 Accurate progress data analysis identifies pupils who are making less than expected progress; pupils who are making good progress which could be improved | Coaching and mentoring of teachers to develop good formative and summative assessment practice Assessment monitored and moderated | 09.16 | SLT | | All pupils are making at least expected progress in core subjects, some pupils make better than expected progress |
| 4.12 Pupils progress well from different starting points and achieve or exceed expected progress | Coaching and mentoring of teachers to develop good formative and summative assessment practice | 09.16 | SLT | Teachers understand how to address less than expected progress | All pupils are making at least expected progress in core subjects, some pupils make better than expected progress |
| 4.13 Whole school pupil progress targets are met in core subjects | Progress monitoring Data analysis | Half termly 06.17 | SLT | All pupils are making at least expected progress in core subjects Some pupils make better than expected progress | Whole school pupil progress targets are met in core subjects |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|---|---|---|---|--|
| 4.13 Establish appropriate accreditation so that pupils attain relevant qualifications | <p>Establish a system to track a personalised programme of accreditation</p> <p>Appoint HLTA to run the system and manage accreditation</p> <p>Align the accreditation with a high quality curriculum offer</p> | <p>11.16</p> <p>10.16</p> | SLT | <p>Pupils achieve relevant accreditation</p> <p>Personalised accreditation portfolios are planned and implemented</p> | <p>100% pupils achieve accreditation at 14+, 16+ and in KS5</p> <p>100% school leavers secure college places, apprenticeships, internships or employment</p> |
| 4.14 Extend the number of work placements | <p>Teaching assistant employed with responsibility for setting up, monitoring and extending work placements.</p> <p>Existing placements monitored for effectiveness and linked to accreditation requirements</p> <p>Vocational outcomes drafted and evaluated</p> <p>Contacts established with local schools and businesses to extend work placements</p> | <p>07.16</p> <p>10.16</p> <p>11.16</p> <p>12.16 ongoing</p> | <p>SLT</p> <p>CP, DA</p> <p>CP,DA</p> <p>HT, CP, DA</p> | <p>Clear links between work placement and accreditation, pupil progress records in place and completed by work place mentors</p> <p>Progress measures in place for vocational learning</p> <p>Additional work placements in place</p> | <p>100% pupils achieve accreditation at 14+, 16+ and in KS5</p> <p>Pupils make good or better progress towards vocational outcomes</p> |



Effectiveness of 16-19 study programmes

2016-17

- develop planning and progress tracking systems which allow for a cross-curricular, holistic picture of individual progress so that any gaps can be addressed and pupils achieve their potential;
- establish personalised study programmes which build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so;
- monitor pupil progress so that learners make progress from their different starting points, remain on their study programme, achieve their core aim;
- secure appropriate provision so that learners receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans;
- monitor, evaluate and develop the curriculum so that learners develop personal, social, employability and independent learning skills;
- extend independence education so that learners achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience ;
- implement, review and develop a Healthy Lifestyles curriculum so that learners understand how to keep themselves safe and healthy, both physically and emotionally;
- develop post 19 and transition planning, preparation and provision so that learners progress to the planned next stage in their careers, such as a higher level of education or training, or to employment, internship or an apprenticeship.

2017-18

- establish distributed leadership of KS5 as part of the senior leadership of the school so that the culture of accountability secures outstanding and innovative developments in provision as the school moves forward;
- continue to tailor personalised pathways so that learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship;
- develop personalised study programmes to build on each learner's interests and prior attainment to enable them to make progress and move on to a higher level of qualification when they are ready to do so;
- monitor, evaluate and extend the curriculum to take account of new increasing vocational opportunities afforded by the new site;
- develop post 19 and transition planning, preparation and provision so that learners, and groups of learners, progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship;

2018-19



- continue to implement and extend systems for self-evaluation in KS5 leading to further school development planning across the department with action plans to move all areas towards 'outstanding';
- monitor, evaluate and develop the functional skills curriculum so that pupils make outstanding progress and achieve accreditation at the highest level;
- develop further vocational opportunities and personalised pathways as curriculum is evaluated and to take account of increasing pupil numbers, new vocational partnerships and increased opportunity across the Trust.

Key Priority 5: Effectiveness of 16-19 study programmes 2016-19

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|---|--|------|---|---|
| 2016-17 | | | | | |
| 5.11 Develop progress tracking system to support personalised programmes | <p>Create capacity to track individual programmes in paper based system moving towards electronic records</p> <p>Develop personalised tracking to identify any gaps in provision</p> <p>Map accreditation tracking to personal programmes so that appropriate accreditation is achieved</p> | <p>09.16</p> <p>10.16</p> <p>10.16</p> | SLT | <p>Pupils follow a personalised curriculum based on their strengths and interests</p> <p>Details of personalised provision easily retrieved for monitoring and tracking</p> | <p>100% pupils achieve appropriate accreditation in KS5</p> <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> |
| 5.12 Establish appropriate accreditation so that pupils attain relevant qualifications | <p>Establish a system to track a personalised programme of accreditation</p> <p>Appoint HLTA to run the system and manage accreditation</p> <p>Align the accreditation with a high quality curriculum offer</p> | 10.16 | SLT | <p>Pupils achieve relevant accreditation</p> <p>Personalised accreditation portfolios are planned and implemented</p> | <p>100% pupils achieve accreditation at 14+, 16+ and in KS5</p> <p>100% school leavers secure college places, apprenticeships, internships or employment</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|--|--|--------------------|------|---|--|
| 5.13 Secure impartial careers guidance | <p>Work with external providers such as Pure innovations to provide careers guidance</p> <p>Develop and deliver a careers curriculum</p> | 10.16 | SLT | <p>Pupils access appropriate careers guidance</p> <p>They understand which career pathways are open to them</p> <p>Pupils make vocational choices based on their careers knowledge and skills</p> | 100% school leavers secure college places, apprenticeships, internships or employment |
| 5.14 Curriculum development | <p>Monitor and evaluate all post 16 curriculum provision</p> <p>Action plan for development taking account of pupil need, local opportunities and resources</p> | Termly 12.16 | SLT | <p>Actions in place and followed for curriculum development</p> <p>Detailed Year 2 schemes of work produced building on Y1 evaluation</p> | <p>All pupils are making at least expected progress, some pupils make better than expected progress</p> <p>100% pupils achieve accreditation at 14+, 16+ and in KS5</p> <p>100% school leavers secure college places, apprenticeships, internships or employment</p> |
| Post 19 transition planning and preparation developed so that learners progress to the next stage in their careers | <p>EHC planning process reviewed to include high quality transition planning</p> <p>Pre-internship courses developed</p> <p>Curriculum development is matched to post 19 provision</p> | 10.16 01.17 | SLT | <p>Post 19 transition planning in place</p> <p>High quality vocational courses in Catering and Hospitality or Land Based Studies planned and delivered</p> <p>Pre-internship courses offered as appropriate</p> | <p>100% pupils achieve accreditation at 14+, 16+ and in KS5</p> <p>100% school leavers secure college places, apprenticeships, internships or employment</p> <p>85% Parents and students report that they are well prepared for the next stage in their careers</p> |

| Aim | Action | Date | Lead | Success Criteria | Key Performance Indicators |
|-----|--------|------|------|---|---|
| | | | | EHC planning throughout school takes account of transition planning | 100% Post 19 destinations report that pupils are well prepared in order to access their provision |