



School Development Plan 2016 - 2019

Cambian Southwick Park School

This plan clearly states the priorities for development over the academic year as well as defining the longer-term strategy for the school over the next 3 years. The School Development Plan has been constructed in consultation with all relevant stakeholders including pupils, staff, parents and informed by our own self evaluation process. & regulatory outcomes.

School Ethos:

At Cambian Southwick Park our young people are at the forefront of all we do. It is our passion and mission to support all our young people with autism within a nurturing, safe and stimulating environment, guiding them towards a positive and independent future.

Through a whole school, inclusive approach to working with our young people and by creating for each a personalised, waking day timetable, across care, education, and therapy, we enable our students to maximise their full potential”.

School Aims:

At Southwick Park School, we aim to:

- provide a positive, safe and caring environment within which young people and staff feel happy and secure;
- establish a climate and organisational culture within which children & young people and staff can interact and relate, engendering high levels of mutual interest and personal respect;
- support and enable children and young people to achieve and learn;
- provide children & young people with access to quality education and pastoral care which will enhance their personal development, stimulate growth and provide equal opportunity;
- develop children & young people’s self-esteem, independence and self-awareness in the context of a diverse society,
- encourage young people to develop strategies to self-regulate their own behaviour and difficulties,

- develop the children and young people's independence & life skills needed in preparation for their future adult lives;
- provide a broad and balanced curriculum that meets each young person's needs and statutory requirements,
- work in partnership with parents/carers and stakeholders;
- promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Note: Areas Highlighted in red are referenced to the Children's Homes Regulations 2015 (CHR) & The Education (Independent School Standards) Regulations (ISR) 2014.

Effectiveness of Leadership and Management

Identified areas / action points from the School Self Evaluation

A Detailed Care & Post Ofsted Education Action Plan is in place and is being reviewed and monitored both internally by SMT, and Cambian Directors on a weekly basis and demonstrates progress against development priorities detailed in the SDP

To Improve the Effectiveness of Leadership & Management by ensuring that:

- Safeguarding procedures are rigorous and implemented consistently:
 - The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State. ISR 7, 7(a), 7(b)
 - Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively, consistently meet the independent school standards, and actively promote the well-being of students. ISR Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)). CHR Regulation 12.
- Record-keeping and monitoring of all safeguarding concerns are of the highest quality to ensure pupils are kept safe
- Senior & Middle Managers monitor, evaluate and act upon patterns in incidents of pupils' challenging or anxious behaviours to inform whole-school approaches to behaviour management and procedures, including the use of MAPA approved physical intervention/restraints;
- Senior Management Team develop, implement & monitor key actions to improve the school rapidly, with clear targets for improvement and appropriate timescales for implementation
- Senior Management Team implement a 'Quality' cycle of monitoring to ensure that decisions made & actions taken are making a difference to pupils' academic and personal achievement
- Senior Management Team to ensure that an appropriate and relevant curriculum is planned and delivered effectively so that it meets the needs of all pupils, including the most able, and prepares them well for the next stage of their education, and future adult life;
- The Proprietor and the Directors of the Cambian Group rigorously hold leaders to account for the improvement of the school's performance.

School Development Priorities over the next 12 months

Development Need (Why is change required?)	Action (What do we have to do?)	Staff (By Whom?)	Timescale (By when)	Resources Required	Evaluation (How will success be measured?)	Progress / Update
The school's arrangements for safeguarding pupils do not meet statutory requirements	The Schools Care & Compliance Action Plans address all areas of compliance & requirements including Regulation 12 of the Children's Home Regulations 2015.	SMT & Cambian Directors	08/03/17 Ongoing	Additional Capacity & support provided by Cambian to support rapid school/home compliance & improvements	Safeguarding procedures are rigorous and implemented consistently. Clear evidence that the SMT and all staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and addressing system and process failures	Action plans are in place and reviewed and updated weekly; reported to Cambian Directors (through weekly telephone conference) & weekly updates sent to commissioning authorities & regulatory body. Currently operating version 17 of Care action plan
There are un-met independent school standards	To deliver a robust self-evaluation and Quality Assurance framework with clear departmental action plans addressing key priorities	SMT & Cambian Directors	08/03/2017	Capacity building in terms of leadership & operational support	All of the independent school standards are met.	Regulations, Standards & Requirements of Children's Home & Independent school are primary focus of action plans. DFE Action Plan approved for Education; Care Action plan updated weekly Judicium School Improvement Partners make termly visits and produce progress reports

						Milestones School commissioned by Gloucestershire CC to support school improvement journey.
The capacity for securing school improvements is poor and improvements have not been sustained	To develop, implement & monitor key actions to improve the school rapidly, with clear targets for improvement and appropriate timescales for implementation	SMT & Cambian Directors	March 17 (Action plans in place) & ongoing	Capacity Building & succession planning;	<p>There is evidence of the high expectations of pupils and staff, effective leadership and a developing culture of respect and tolerance.</p> <p>Evidence of rapid improvements in systems, processes & outcomes for pupils Positive relationships between staff and pupils is clearly evident and supports the progress of all pupils at the school.</p>	Quality Cycle for Education & Care depts. has been developed & will be reviewed/audited against planned timescales
Teaching & care practice has lacked clear direction. Lack of effective management oversight has resulted in education & care settings not consistently meeting pupils' needs.	To use performance management effectively to monitor & improve teaching and quality of care practice	SMT & Middle management in all departments	November 16	Co-ordination of non-contact time to support regular supervision & performance review	Evidence of effective and consistent supervision and appraisal of all staff with clear development priorities identified and actioned.	A matrix/schedule is in place & has commenced in all key depts. First phase of Education & Care supervisions completed. Care staff APR's now commencing (Nov 16). 2 nd round of education supervisions scheduled March 17. New Cambian (corporate) KPI's established to include in APR process

There is clear evidence that not all staff have sufficiently developed their knowledge, understanding and skills to meet the needs of a complex pupil profile	To develop & implement a comprehensive workforce development plan that addresses current weaknesses; has immediate impact on quality of performance, and upskills & develops skills & knowledge	Cambian Training & Development Director & school SMT	Ongoing	CPD budget is in place	There is clear evidence that all staff have access to continuing professional development provided by the school which improves skills and has a positive impact on the teaching, learning and quality of care provided to all pupils;	A workforce development plan has been developed and is in place. Further training & CPD has been delivered and is ongoing for Care & education. New link with Milestones School established to support CPD of education staff.
Limited evidence of consistent and rigorous evaluation of the quality of teaching.	To implement annual cycle of T&L Obs with clear actions & identifying development priorities	SMT & TLR potholders'	Nov 16 & Ongoing		Clear evidence of half termly T&L Obs & themed learning walks.	T&L Observations and learning walks have been completed. November 16.
The considerable changes in leadership & management of SWP has had a detrimental impact on the quality of services and outcomes for pupils	To ensure robust governance oversight to support rapid improvement agenda Introduction of SWP Governance Forum & schedule of termly Governors Meetings	Cambian Directors	November 16 & Ongoing		The SMT & Cambian have an accurate and comprehensive understanding of the quality of education and care provision at SWP in order to plan, monitor and challenge decision making to ensure improvements in all aspects of the school's work. New governance arrangements are put in place that holds senior leaders to account for all aspects of the school's performance.	Urgent & Interim measures have been taken to add leadership and management capacity. Interim Exec Head role in place until August 2017. Education & Care Consultant (JMc) commenced support Feb 17. Further planning to secure effective oversight from local governance arrangements and Cambian regional structures in in development. 2 nd Governance Meeting scheduled on 28/03/17

The curriculum has not been developed to ensure it meet the needs of the current cohort of pupils. It does not offer sufficient breadth & balance to prepare pupils for the opportunities and experiences of life in modern and diverse British communities	<p>To develop a broad and balanced curriculum that provides a wide range of opportunities for pupils to learn and achieve</p> <p>To promote and enhance fundamental British values and pupils' spiritual, moral, social and cultural development.</p>	Dec 16	Head of Education, TLR potholder's & with engagement with and support from the wider staff team	Equals curriculum framework	<p>Clear evidence of a waking day curriculum that supports pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p> <p>The school protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p> <p>Staff promote equality of opportunity and diversity, resulting in a positive and nurturing school culture.</p>	<p>Implementation of Equals Curriculum – Jan 2017</p> <p>Accreditation through Asdan Towards Independence & Transition Challenge is in place at Entry Level</p> <p>AQA registration has recently been submitted for English & Maths qualification</p> <p>Responsibility (TLR) awarded for SMSC.</p> <p>E-Safety Policy has been drafted;</p> <p>Staff have completed on-line Prevent Duty & FGM training</p> <p>New structure of weekly 'assemblies' put in place to recognise achievement & each class has a weekly theme to contribute.</p>
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School Development (Leadership & Management) over the next 3 years

Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required (cost) & Review of Progress
Improvements required in Leadership & Management of the School; building capacity, rigour, effectiveness and sustainability	<p>Clear Succession Planning for School Leadership:</p> <ul style="list-style-type: none"> • Create a culture for sustainability, high quality outcomes & future growth • Define and understand leadership tasks and the qualities required to do them effectively. • Identify the leadership talent pool • Grow leadership talent internally (Cambian) & externally • provide opportunities to exercise leadership • promote individual leadership on whole school issues • place emergent leaders in key roles • External recruitment to build areas of skill or experience deficit 	SWP demonstrates a culture where pupils and staff excel; there is a focus on setting high expectations for pupils and staff; there is a consistent focus on improving outcomes for all pupils.	<p>To be identified in the context of organisational investment and analysis of current staffing profile to effect cost neutral outcomes.</p> <p>3rd round of supervisions for SLT complete (March 17);</p> <p>New Bursar appointed and due to commence post April 17. Ed & Care consultant supporting supervisions of central support team (Finance, Admin, Estates; Housekeeping; Catering) Review of Catering arrangements has commenced (Nov 2016) and further review planned for April 17.</p> <p>New RI appointed Jan 17</p> <p>Substantive Registered Manager appointed March 17 to commence post end of April 17.</p>

Building robust governance oversight to ensure that the decline in the school's performance identified in 2016 is not replicated and that the impact of robust and challenging expectations of school leadership, secures the impact of improving pupils' academic and personal achievement and providing outstanding outcomes for young people and ensures that the requirements of the independent school & children's home standards are met.	Introduction of a termly school Governance meetings with clear terms of reference, supported by Cambian Directors, that offers the scrutiny, monitoring, review of school progress, holding school leaders to account for their decisions, actions and quality assurance cycles. School leaders and those responsible for governance use performance management to promote effective practice across the school	'Leaders' & governors ensure that the school has a motivated, respected and effective staff team who deliver high quality education and care for all pupils.	2 nd Governance meeting has been scheduled for 28 th March 2017.
To continue to develop the accommodation and external school environment, to meet the requirements of the Children's Home & Independent school Regulations and the needs of, and outcomes for, the pupils.	<p>Development of learning & residential environments to ensure high quality 'fit for purpose' accommodation and to meet the aspirations of a developing, & improving the outcomes for pupils; maximising the potential the site and location offers, and building flexible & innovative approaches for future service growth.</p> <p>Development of Post 16 residential accommodation (Chosen)</p> <p>Review of classroom environments & current office accommodation to re-provide specialist teaching areas.</p> <p>Review of sensory based resources including sensory room to promote more interactive learning environments.</p>	<p>Pupils have high quality living & learning environments in which to thrive, learn and develop independence and life skills. The environment and 'waking day' curriculum provides opportunities for pupils to extend their knowledge and understanding, improves their skills and promotes physical and emotional wellbeing; and community based engagement.</p> <p>Review of site security arrangements (Jan 17)</p>	<p>To be identified through a cost analysis of cyclical maintenance programme & capital expenditure projects.</p> <p>'Chosen' house opened on 5th December 16 (2 initial Post 16 residents)</p> <p>Crickley House closed in February 17 to reduce 'floor areas' to 4 (from 5);</p> <p>Management of Cleeve & Coppers House merged in Feb 17;</p> <p>Additional Capex budget identified for 2017 and submission made to Directorate.</p>

<p>To improve and extend the partnership and engagement with parents/carers, stakeholders, schools and local authority commissioners to support all pupils</p>	<p>Increased levels of communication, engagement and involvement in the work of SWP; its 'journey' to transform its quality of provision, and its creativity in responding to the complex needs of its current and future pupils and the needs of commissioning authorities.</p> <p>Ensure multi-disciplinary representation at all learner's review meetings & attendance by member of SMT</p> <p>Re-introduce half termly newsletters for parents/carers & stakeholders</p>	<p>Outcomes for pupils will accelerate when all key stakeholders work together in trusting, transparent and respectful partnerships and which foster greater understanding of, and respect for, diversity of views and approached through their words, actions and influence within the school and more widely in the community</p>	<p>To identify as area of key responsibility of member/s of the SMT (Head teacher key point of contact)</p> <p>Cambian Business Development Team maintain weekly contact with commissioning authorities and updates of care action plan sent weekly.</p> <p>Newsletters are currently termly, with the ambition of becoming half termly. More frequent updates letters/emails to parents/carers.</p>
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Quality of Teaching, Learning and Assessment

Identified Areas/Action points from the School Self Evaluation

To ensure that the teaching at the school is effective:

- Ensure pupils acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. ISR 3(a)
- Ensure the teaching at the school fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. ISR 3(b)
- Ensure the teaching at the school involves well planned lessons and effective teaching methods, activities and management of class time. 3(c)
- Ensure the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons. ISR 3(d)
- Ensure the teaching at the school demonstrates good knowledge and understanding of the subject matter being taught. 3(e)
- Ensure the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. ISR 3(g)
- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively. ISR 2(1), 2(1)(a)
- Ensure the written policy, plans and schemes of work:
- Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. ISR 2(1) (b)(I)

To Improve the quality of teaching, learning and assessment by ensuring that teachers:

- fully implement and further develop the school's new curriculum policy & framework to enhance pupils' learning and to help them to achieve well and make good progress
- implement the school's approach to checking pupils' learning and progress
- raise their expectations of what all pupils, including the most able, can achieve, in both their personal and cognitive (academic) development
- implement the school's approach to providing feedback to pupils so that they know how to improve their work.

To raise achievement and improve pupils' progress, particularly in English and Maths (Literacy & Numeracy), by:

- ensuring teachers use the information they keep on pupils' learning and achievement to plan lessons which systematically build on what pupils already know, can do and understand
- providing training for teachers to develop their knowledge and understanding of how pupils learn effectively, especially in reading, writing and mathematics
- ensuring teachers plan activities which challenge pupils to achieve well from their individual starting points in their academic and personal development.

School Development over the next 12 months

A Detailed Education Action Plan is place and is being reviewed and monitored both internally by SMT, Cambian Director of Education & external school improvement consultant and demonstrates progress against development priorities detailed in the SDP. Below are the priority issues to be addressed in the current (2016-2017) academic year.

Development Need (Why is change required?)	Action (What do we have to do?)	Staff (By Whom?)	Timescale (By when)	Resources Required	Evaluation (How will success be measured?)	Progress / Update
The inconsistency in the quality of teaching, learning and assessment has resulted in insufficient evidence that pupils make strong enough progress in both their academic and personal development.	Assessment data tracked is tracked and internally verified to provide a new baseline of pupil's levels of attainment.	As & Teaching Staff	Oct 16	Training & development of teaching staff (to identify priority CPD needs in workforce development plan e.g. How Children learn, Differentiation; Autism)	There is clear evidence from teachers planning and data analysis that pupils are making progress and extending their skills, knowledge, and understanding Teachers use effective planning to help pupils learn well and set clear and SMART targets that challenge pupils. Head of Education to review individual teacher progress through supervision structure Involvement of Milestones School in supporting CPD of education staff	Teachers Planning Files inch schemes of work per class group & across relevant key stages within group; also, incl medium term plans and daily planning sheets Progression Evidence Folders in place with baseline assessment levels established; 2 further da capture points identified by March 17. Pupil review meetings review progress against EHCP/Statement outcomes; EHCP outcomes are clearly referenced & reviewed in IEP's.
	Introduce the Equals curriculum framework	AS & Teaching Staff	Jan 17			
	Review IEP's to map EHCP/Statement Outcomes		Dec 16			
	To review reporting & review systems to match planned EHCP outcomes.	AS & Teaching staff	Jan 17.			

Delivery of teaching and learning is not based on a robust framework of planning based on pupils' prior attainments and needs.	<p>Ensure teachers files demonstrate medium and long term planning; schemes of work and assessment data</p> <p>Teachers to identify and support those pupils who are not achieving anticipated outcomes and ensure timely intervention to address concerns and to improve their learning.</p> <p>Cycle of T&L Observations & Learning Walks</p>	<p>AS & Teaching Staff</p> <p>SMT</p>	<p>Nov 16</p> <p>Termly</p>	<p>Allocation of PPA time to support Teachers planning</p>	<p>Teaching files demonstrate effective planning that builds on pupils' strengths and interests and motivates pupils to increase learning outcomes.</p> <p>Learning goals are clearly identified for each pupil and broken down into 'small step' targets evidencing progression of anticipated and accelerated outcomes</p> <p>Evidence of observations include development actions for teaching staff</p>	<p>As Above</p> <p>EHCP/Statement outcomes are being used to identify long term learning goals and to build key objectives for pupils IEP's</p> <p>New IEP format developed identifying long term goals, learning targets & objectives and reviewed termly</p> <p>EGAP meetings re-instated in November 17 and ongoing on a termly cycle</p> <p>Learning walks are regular feature of school activity, and 2nd round of T&L obs scheduled w/b 14th March 17.</p>
There is currently no whole-school agreed approach for providing feedback to pupils. As a result, pupils do not receive the guidance	Develop Schools Assessment Policy & Marking Policy to provide a consistent & whole school approach	AS & TLR Post holders	March 17	Purchase of Caspa software package	Evidence in the 'marking' of pupils work and in the recording of keyworker sessions that that pupils are receiving support & guidance to	Marking Policy has been developed. 1 st round of internal moderation completed and Milestones School to

they need to improve their work or to understand the next steps in their learning.					facilitate their understanding of their progress and their individual targets	provide external moderation Daily individual planning sheets completed for each pupil...these will need to be tracked in line with marking policy
There is currently no overarching Curriculum Policy to support planning & development of schemes of work	Develop a Curriculum Policy that promotes and implements a holistic 'waking day' curriculum framework. Ensure pupils goals & targets are consistent across education & care settings	AS, Teachers & House Managers Teachers & Key Workers	November 16 November 16	Equals scheme to be purchased. £2-3k	Teachers work closely with the residential and therapeutic staff to extend learning outcomes through holistic appropriate for the age and stage of pupils, & that consolidates learning and prepares pupils well (and appropriately) for future education, employment, and adult life.	Curriculum policy developed and issued. Whole school curriculum plan developed & curriculum map across each subject area. March 17. EGAP meetings re-introduced Nov 16 to support multi-disciplinary target setting.
Pupils do not make sufficient progress in their knowledge, understanding and skills in Literacy & Numeracy	To develop a whole school literacy & numeracy strategy	Dec 16	Head of Education & TLR post holders	Appointment of HLTA's to embed a literacy and numeracy strategy across the school	Clear evidence that Teachers are developing pupils' reading, writing and communication and numeracy skills, across the curriculum.	Policy framework for Maths & English developed, with schemes of work HLTA post for Literacy created; maths post to be appointed.
There is inconsistent systems & processes to ensure that pupil progress is consistently	To review schedule of 'review meetings' to provide annual reviews and 6 monthly care reviews for all pupils	SMT	Jan 17	Allocation of administration time to support schedule of	Ensure that parents/carers & key stakeholders have accurate information about how well their	Schedule of reviews is in place; content of review focus reflects EHCP outcomes. IEP's reflect

reported and reviewed with all stakeholders	<p>SMT & wider MDT team to attend all reviews.</p> <p>To promote proactive engagement of parents/carers and stakeholders through an agreed communication and reporting strategy</p>			review meetings and to revise review templates as agreed by SMT	child is progressing, and addresses key issues & positive outcomes for all pupils	<p>EHCP outcome areas. March 17</p> <p>All reviews continue to have had SLT & MDT representation March 17</p> <p>Stakeholder feedback questionnaires being completed at all review meetings and feedback is largely positive. March 17</p>
Insufficient differentiation of learning to meet diversity of pupils learning needs.	<p>Workforce development plan identifies priorities in acquisition of skills and knowledge for teaching (& care staff) to meet pupils individual learning needs</p> <p>Schedule of T&L observations against Teaching standards, and learning walks.</p>	SMT	July 17	Further training of education staff in differentiation, sensory integration & autism; Further CPD opportunities through link with other specialist school providers.	Teachers demonstrate evidence of equality of opportunity and diversity of approaches in teaching and learning for all pupils reflecting their individual learning difficulties and disabilities.	<p>Baseline levels of pupils established and further data entry points identified in quality cycle.</p> <p>IEP targets established in Autumn Term & to be reviewed March 17</p> <p>T&L Obs schedule implemented; 2nd round scheduled w/b 14th March.</p>

School Development (Teaching Learning & Assessment) over the next 3 years

Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required (cost) & Review of Progress
Teaching and non-teaching staff have consistently high expectations of what each pupil can achieve and have a secure understanding of the age and special educational needs of all pupils they are working with, and have relevant subject knowledge to enhance outcomes for all pupils	<p>Effective monitoring of teachers' medium & long term planning;</p> <p>Increased range of accreditation/qualification opportunities;</p> <p>Quality & robustness of IEP targets,</p> <p>Evidence of effective differentiation in lesson planning & in T&L observations;</p> <p>Introduction of daily planning sheets that specify and record daily objectives for pupils;</p>	<p>Increased level of pupil outcomes;</p> <p>Increased confidence; participation & engagement of all pupils;</p> <p>Evidence of increased learner engagement, independent learning, social interaction, independence and living skills.</p>	<p>Registration with awarding bodies (Asdan & AQA)</p> <p>Published schemes of work/programmes of study in place (Equals Curriculum). January 2017</p> <p>Daily Individual Planning Sheets for each pupil introduced Jan 17;</p> <p>New IEP format agreed and based on EHCP outcomes in place and reviewed termly</p> <p>2nd Round of T&L Obs completed w/b 14th March 17</p>
Rigorous Assessment is used to plan appropriate teaching and learning strategies, enabling all pupils to make good progress and achieve well.	<p>Annual cycle of assessment & progress monitoring to be scheduled as part of the quality cycle;</p> <p>Use of B Squared/Classroom Monitor & Caspa</p>	Accurate assessment of pupils' current levels of attainment will provide baseline for accelerated learning outcomes.	Pupil achievement levels re-assessed and now providing new baseline for analysis of future progress; Pupil progress is being captured and flightpaths for each pupil are in place. March 2017
That the delivery of high quality clinical & therapeutic interventions has significant impact	Ensure all key therapeutic domains are in place (appointment of Psychiatrist; Psychologist & OT).	Provision of therapeutic interventions is intrinsic to the	MDT have daily/weekly schedule of time in the residential houses (revised

on the teaching, learning, and life outcomes for all pupils	<p>Ensure support from MDT in supporting outcomes in both classroom and residential settings;</p> <p>Ensure therapy outcomes are captured and impact on overall pupil progress</p> <p>Greater multi-disciplinary focus around pupil progress - target setting, intervention strategies; direct work in classrooms and houses; staff training & CPD</p>	development of cognition, life-skills, and independence and will underpin and 'scaffold' pupils access to all areas of our curriculum, increasing outcomes for all pupils.	<p>working day arrangement to provide clinical support in residential settings)</p> <p>Psychiatrist appointed for 2 days a week (commencing Aug 17); Clinical Psychologist appointed (0.6) OT appointed (F/T)</p> <p>MDT attendance at all pupil review meetings;</p> <p>MDT representation at EGAP meetings.</p>
To raise achievement and improve pupils' progress, in key functional skills particularly in Literacy & Numeracy	<p>Ensuring teachers plan activities which challenge pupils to achieve well from their individual starting points in their academic and personal development.</p> <p>Ensuring teachers use their planning and record keeping of pupils' learning and achievement to plan lessons and schemes of work which systematically build on what pupils already know, can do and understand</p> <p>Provide training for teaching staff to develop their knowledge and understanding of how pupils learn effectively, especially in reading, writing and mathematics</p>	<p>Pupils have 'SMART' IEP targets; consistent recognition of achievements & progress; higher levels of engagement & outcomes.</p> <p>Provision of a broad, & balanced curriculum to extend learning opportunities and provide excitement & diversity of learning experience; CPD priorities identified in Workforce Development Plan</p>	Identified through the Education Action Plan
To extend and enrich delivery and focus of SMSC throughout SWP	TLR Post holder develops an action plan focussing on key themes of the SMSC & PHSE curriculum over 3 years.	Explicit opportunities to promote pupils' development are provided in religious education and	To be identified on a termly basis linked to themes, planned activities and an

	<p>Evidence of 'theme days' to enrich learning experience and which promotes British values throughout the curriculum, in addition to whole school activities where the importance of respect, acceptance and understanding diversity are just some of the themes that are being delivered throughout the school. PSHE lessons and whole school assemblies encompass and demonstrate British values.</p>	<p>the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.</p>	<p>audit of existing resources for SMSC.</p> <p>Whole school activities/theme days have been organised and been successful.</p> <p>Link established with local Special Olympics Association;</p> <p>Afterschool clubs established for 2 evenings a week;</p> <p>Student Council established.</p>
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Personal Development, Behaviour and Welfare

Identified Areas/ Action points from the School Self Evaluation

- To meet the quality and purpose of care standard required (CH Reg 6).
- To meet the protection of children standard to ensure that children and young people are safeguarded. (CH Reg 12).
- To meet the leadership and management standard for the Children's Home (CH Reg 13).
- To apply rigorous & consistent approaches to positive behaviour support policy that demonstrates & evidences oversight of all serious incidents occurring in the home & school including use of physical interventions & restraints. (CH Reg 19 & 20).
- To implement systems that enable that enable the SMT to monitor, scrutinise and improve to the quality of care; (CH Reg 13).
- To ensure all concerns identified by staff are appropriately investigated and recorded and to assure pupils' safety, minimise pupil anxiety and decrease incidents of presenting behaviours that are considered challenging (CH Reg 19 & 20).
- To ensure a whole school approach to managing behaviour (CH Reg 19 & 20).
- To ensure that pupils are consistently (and appropriate to their understanding and capacity) given opportunity to reflect on incidents which occur and supports them to more effectively, communicate and self-regulate their feelings, emotions and anxieties (CH Reg 17, 19, & 20).

School Development over the next 12 months

A Detailed Care Action Plan is in place and is being reviewed and monitored both internally by SLT & demonstrates progress against development priorities outlined in the SDP. DFE approved Education Action Plan & Ofsted Children's Homes Inspection January 2017.

Development Need	Action (What do we have to do?)	Staff (By Whom?)	Timescale (By when)	Resources Required	Evaluation (How will success be measured?)	Progress / Update
To provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background	To ensure that the needs of children and young people are detailed in care plans.	Reg Manager	01/11/2016 & Ongoing	Allocation of time for key workers & TM's to update placement plans, set targets & review progress with teaching & MDT staff	Evidence of detailed and person centred placement plans	<p>All placement plans have been reviewed and updated.</p> <p>Placement Plans being 'triangulated' with IRA's & BSP's.</p> <p>Achievement Files in place;</p> <p>Key worker sessions in place;</p> <p>EGAP meetings re-introduced and termly</p>
To meet the protection of children standard,	To ensure that there is effective action whenever there is a serious concern about a child's welfare	JD, Reg Manager, Deputy Reg	20/10/16 & Ongoing	Systems & Processes implemented and maintained to	Children and young people are helped and protected so that	All Safeguarding systems & processes reviewed; New Safeguarding

	To ensure that day-to-day care is arranged and delivered to keep each child safe and to protect each child effectively from harm Senior & middle managers to monitor & protect children and young people from harm and ensure that the child protection policy is followed effectively.	Manager & SLT		ensure protection of pupils.	they are kept safe.	<p>Daily meeting forum introduced.</p> <p>Daily incident management meetings in place; Reported to SLT weekly and overview provided monthly.</p> <p>'High Priority' multi-disciplinary meeting held weekly and attended by a member of the SLT</p> <p>PI's are being logged; reviewed and actions identified as required.</p>
To meet the leadership and management standard	To ensure that there are effective monitoring systems in place to protect children and young people.	Reg Manager; SMT, TM's	01/11/16 & Ongoing	Systems & Processes in place and framework of meetings and effective communication	<p>The vision and ambition for the school is well communicated to staff, parents and pupils</p> <p>The leadership team have created a culture</p>	<p>Reg 45 updated on an ongoing basis & actions reviewed through Care Action plan;</p> <p>Staff supervisions in place; Weekly</p>

					<p>of high expectations, aspirations and a culture focussed on the care, welfare & attainment of all pupils.</p> <p>The effectiveness of safeguarding is assured and secure.</p>	<p>care management Meetings; Regular House Meetings; Cambian KPI's completed weekly; March 17 & Ongoing</p> <p>Quality cycle of weekly & monthly audits in place;</p> <p>Night Visits & Meetings re-introduced</p>
To review of quality of care	The Registered Manager supported by the wider SMT, will establish and maintain a system for monitoring, reviewing and evaluating the quality of care provided for children	Reg Manager; SMT, TM's	01/11/16	<p>Relevant quality assurance & administrative processes in place to maintain, audit and review pupils plans & paperwork and to demonstrate high quality of care practice.</p> <p>CPD & Supervision of staff</p>	Evidence of clear and robust systems which are child centred and regularly reviewed and update to ensure complex needs of pupils is met	<p>Achievement files in place for all pupils with monthly overview; New Key Worker files established & reviewed monthly; Placement plans reviewed and triangulated with IRA's & BSP's March 17 & Ongoing</p>

						Home Expectations File in place;
To develop a whole school positive behaviour support approach	<p>To analyse incidents and concerns happening in the school identifying patterns, antecedents and possible triggers for anxious and challenging behaviour.</p> <p>To implement an explicit policy of positive reinforcement to promote positive and appropriate behaviour's and achievements</p>	<p>SMT, TM's & therapy staff</p> <p>All staff</p>	<p>Daily & Ongoing</p> <p>Ongoing</p>	<p>MDT focus on analysis of behaviours through established forums/meetings. Proactive strategies identified in BSP's and individual risk assessments.</p> <p>Ongoing support from MAPA trainers providing support and advise to staff</p>	<p>Evidence of consistent monitoring of incidents with clear actions and proactive strategies. Over time there will be evidence of a decrease in presenting behaviours for pupils and decreasing use of physical interventions</p> <p>Relationships between staff and pupils continues to be positive and respectful, building pupils self-esteem and self-confidence</p> <p>Pupils, Parents, staff and stakeholders have no well-founded concerns about personal development,</p>	<p>Incident management meetings are daily (Mon-Fri);</p> <p>Incidents reviewed weekly by SLT;</p> <p>High Priority meetings held weekly.</p> <p>BSPs' & IRAs' are regularly reviewed and updated and responsive to incidents that occur.</p> <p>Parents/Carers are being asked to support review of placement plans, BSP's and IRA's</p>

					behaviour and welfare.	through the review process.
To promote a culture where pupils are respected, feel safe & secure & develop confidence and pride in themselves & SWP.	<p>Systematic and rigorous approach by managers at all levels to present a consistent code of conduct; setting clear expectations of performance and promoting a respectful, courteous, considerate and tolerant culture between adults and children.</p> <p>Ensure that pupils are given sufficient and timely opportunities to reflect on incidents (as appropriate to the individual learner) which have occurred and that is logged and recorded as part of the incident management system</p>	<p>Exec Head, SMT & middle managers</p> <p>All staff</p>	<p>Immediate & Ongoing</p> <p>Immediate & Ongoing</p>	Code of Conduct; Staff Handbook & statement of purpose set clear ethos and values.	<p>Pupils' communicate & demonstrate that they feel happy & safe and this will be reflected in their progress and attainment.</p> <p>Pupils develop positive and respectful relationships with their peers.</p> <p>SWP demonstrates a transparent & respectful culture which promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe.</p>	<p>Code of Conduct in place; MI's established to review any issues in relation to professional conduct.</p> <p>Culture of respect & dignity consistently reinforced in staff meetings & new staff induction.</p> <p>Internal Team Around the Child Meetings (TAC) held to review key issues & concerns; March 17</p> <p>Key Worker meetings in place;</p>

						<p>Pupil Achievement Files in place in all houses;</p> <p>House Meetings are held weekly.</p>
Pupils attendance and participation in lessons' is monitored and care staff support the children to be punctual and 'ready to learn'.	Patterns of attendance, punctuality and levels of engagement are logged and monitored and action taken to address any emerging patterns/concerns	SMT & All Staff	Weekly & Ongoing	Attendance data captured through weekly KPI recording.	Attendance data is captured on a weekly basis on Cambian Point. No pupil is disadvantaged by low attendance.	KPI's now being recorded weekly. Teacher's logging engagement in sessions in addition to attendance in individual lessons

School Development (Personal Development, Behaviour & Welfare) over the next 3 years

Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required (cost) & Review of Progress
<p>To ensure pupil's attendance and engagement in 'lesson's & learning remains high and improving;</p> <p>There is a proactive anti-bullying culture and policy;</p>	<p>Education & Care staff to keep record of session attendance and to analyse levels of pupil engagement in class based and outdoor activities and to set targets for continuous improvement.</p> <p>Anti-bullying & E-Safety policy reviewed. Staff and pupils deal effectively with any instances of</p>	<p>Pupils are confident, self-assured learners. They are proud of their achievements and of their school. Pupils value their learning in school and maintain high levels of attendance/engagement.</p> <p>Pupils work hard with the school to prevent all forms of bullying, including</p>	<p>Staff meetings to maintain pro-active focus on school ethos & culture.</p> <p>CPD training is identified on Achieve</p> <p>Anti-Bullying week focus w/b 14th Nov and ongoing</p>

<p>To develop an open and respectful school culture which actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust staff to take rapid and appropriate action to resolve any concerns they have.</p>	<p>bullying behaviour and/or use of derogatory or aggressive language. New training module on bullying for all staff to complete loaded onto achieve as 'required learning' task.</p> <p>Pupil Council Meetings; house meetings; key worker sessions;</p> <p>Staff training & professional development on key issues of</p>	<p>online bullying and prejudice-based bullying.</p> <p>SWP pupils are able to communicate effectively about how to keep themselves safe & healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an understanding of healthy relationships and are aware and supported to stay safe from abuse and exploitation. Pupils have an understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring, reflective young people who develop the skills and confidence to be active participants in the school and in wider community.</p>	<p>E-Safety built into IRA's as relevant for individual pupils & included in keyworker sessions;</p> <p>Internet Access Contracts in place for pupils as required.</p>
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Outcomes for Pupils

Identified Areas/Action points from the School Self Evaluation

- To provide a consistently good or better quality of teaching, with effective planning of lessons and consistent assessment process.
- To ensure that the information/data to record and check pupils' learning and progress is accurate and supports medium and long term planning
- To ensure baseline assessment of pupils' attainment is embedded into practice and is monitored and evaluated to produce accurate information from which to evaluate pupils' learning outcomes and progression, both in their academic and personal development.
- To establish a whole-school approaches for teaching of handwriting and for the presentation of pupils' work.

- To ensure that the most able pupils are producing work of a consistently high standard and evidencing skill acquisition over time.
- To develop and implement a whole school approach to the teaching of reading.
- To extend range of appropriate and meaningful accreditation opportunities for pupils linked to their independence & life skills and future aspirations.
- To ensure that pupils' learning journals demonstrate that they are systematically acquiring the appropriate skills in English and Maths to enable them to reach their full potential and achieve extended accreditation outcomes

School Development over the next 12 months

Development Need (Why is change required?)	Action (What do we have to do?)	Staff (By Whom?)	Timescale (By when)	Resources Required	Evaluation (How will success be measured?)	Progress / Update
Inconsistency in the quality of teaching, and planning of lessons and assessment systems, pupils	<p>Ensure formative assessment is accurate and provides baseline to support 'next steps' of learning;</p> <p>To support teaching staff to implement robust and consistent short, medium and long term planning;</p> <p>To develop IEP targets.</p>	<p>SMT & Teaching staff</p> <p>Head of Education</p> <p>Teaching Staff</p>	Initial data capture Oct 16 & ongoing data entry points agreed in quality cycle	<p>Ensure adequate PPA time provided to teaching staff</p> <p>Additional training to support planning and differentiation.</p>	<p>Clear evidence that pupils are making consistently strong progress, and developing their knowledge, understanding and skills,</p> <p>Teacher's planning to focus on learning outcomes (not activities)</p>	<p>Progress Evidence Folders in place</p> <p>Baseline levels reviewed in Oct 16; and progress being monitored in individual flightpaths;</p> <p>Teachers planning files reviewed 21/10/16 and new agreed contents established. Files demonstrate schemes of work, daily planning sheets (per pupil); medium term planning. March 17</p> <p>EHCP targets incorporated into new IEP's. Nov 2016. To be reviewed and updated termly (March 17)</p>

We need to ensure that pupils' make good or better progress in a wide range of subjects, including in English and maths.	To implement lesson planning in Maths, English, Science & ICT To 'audit' and review quality of teachers planning and recording of planned learning outcomes	Teaching Staff Head of Education	Immediate & Ongoing Oct 16	Additional training, support & guidance for teaching staff	Clear evidence of pupil's progress against learning and curriculum targets through IEP monitoring & review; lesson outcomes; pupil's portfolios of work Pupils make consistently positive progress, developing and consolidating their knowledge, understanding and skills, (appropriate to their learning needs and priorities).	Timetables identify daily sessions for Maths, & Eng. 21/11/16 & ongoing Teachers Planning being scrutinised and reviewed through quality cycle & supervision sessions; Commercial schemes for Literacy & Numeracy being considered for purchase
The teaching of reading has been inconsistent with different approaches employed by different teaching staff	Develop and implement a Reading policy in the context of a whole school literacy strategy	AS & TLR post holders	December 2016 & Ongoing	New Reading scheme/s to be identified for purchase as required	Evidence of a consistent approach to the teaching of reading across SWP & evidence that pupils enjoy reading and comprehension appropriate to their individual abilities.	Overarching English Policy introduced. 21/10/16. Enrichment and extension sessions implemented by HTLA post holder. 21/10/16 & Ongoing
Insufficient evidence or consistency in capturing & recording pupil's progress	To develop a whole school approach to assessment reporting & recording	Head of Education & TLR Post holder	November 2016	Stationary in terms of files/folders to produce portfolios of pupils work Purchase of Caspa (Feb 17)	AR&R policy in place; Data captures and demonstrates clear progression and evidence that pupils' progress is improving and across most aspects of the curriculum.	Assessment policy developed by TLR post holder. Progression data in place creating new flightpaths for each learner; March 17 Baseline achievement levels completed 20/10/16 and 2 further data entry points

						identified through quality cycle. March 17
We need to continue to ensure that pupils are well prepared for the next stage of their education, training, employment opportunities and have achieved anticipated accreditation outcomes.	<p>Further development of accredited courses;</p> <p>Further careers education guidance;</p> <p>Proactive planning for transition to future planned destinations through the development of Transition Plans</p> <p>Increase range of work experience opportunities</p>	<p>Post 16 TLR</p> <p>Post 16 TLR</p> <p>SMT & Post 16 TRL</p> <p>Post 16 TLR</p>	<p>June 2016</p> <p>Ongoing</p> <p>Implement through Annual review cycle</p> <p>Ongoing</p>	To be identified.	That relevant pupils are able to progress to specialist further education establishments, apprenticeships, supported or paid employment	Asdan Entry Level qualifications in place; Registration for AQA awards in process; John Muir award being introduced. City & Guilds course framework for employability skills being investigated; Careers day planned for March 17; New Transition Passport developed for school leavers.

School Development (Outcomes for Pupils) over the next 3 years

Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required (cost) & Review of Progress
<p>Pupil progress exceeds expectations & anticipated development:</p> <ul style="list-style-type: none"> Throughout each class group and across the curriculum, including in English and mathematics, pupils make substantial and sustained progress, developing excellent knowledge, understanding, 	<p>Demonstrate clear evidence about the progress of pupils through:</p> <ul style="list-style-type: none"> Portfolios of pupil's work Progress towards relevant accredited outcomes; Records of discussions with pupils about their understanding of their learning 	<p>Pupils are making good progress towards meeting & exceeding their expected attainment.</p> <p>All pupils are set appropriately challenging goals, given their starting points, and are making good progress towards meeting or exceeding these</p>	<p>Curriculum and Marking Policy in place; Equals Curriculum in place;</p> <p>New IEP's developed linked to EHCP/Statement outcomes;</p> <p>New development of post 16 residential provision</p>

<p>considering their special educational needs.</p> <ul style="list-style-type: none"> • SWP pupils are able to communicate their knowledge, understanding and achievements clearly. • Pupils are supported to extend their reading skills across all subjects'/curriculum areas • To ensure that pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications & accreditation outcomes. • Pupils progress to a range of specialist FE, apprenticeships, employment or training. These destinations strongly support their career plans. 	<p>goals/targets and the work they have been undertaking;</p> <ul style="list-style-type: none"> • scrutiny of pupils' work demonstrating increasing knowledge & understanding. • Achievement data that demonstrates the quality and rigour of the assessment on which pupil's work based. • Review of 'specialist' teaching (currently primary model of individual teachers delivering all subjects to their class group). • Review of specialist teaching areas (many of original specialist rooms now admin accommodation) • Review of sensory based resources for P' level pupils; • Further training & development for all staff. 	<p>Pupils are gaining and consolidating knowledge, understanding and skills</p> <p>Pupils, including those of higher level of abilities', are extending their knowledge, understanding and skills, and their continuous progress is clearly evidenced.</p>	<p>established with the opening of 'Chosen' House in Dec 2016.</p> <p>Review of learning accommodation in planning for new 17/18 academic year to be completed in summer term 17 and further submission of Capex requirements to be identified.</p>
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Sixth Form

Identified Areas/Action points from the School Self Evaluation

- To ensure that all of the independent school standards are met in relation to the sixth form provision.
- To ensure that the leadership of the sixth form demonstrates rigour and effective monitoring over time to ensure on-going pupil improvement.
- To continue to develop & extend transition planning incorporating Careers advice & guidance; work experience opportunities and as relevant, work based learning opportunities. Staff plan pupils' destinations carefully.
- To continue to develop and extend pupils acquisition of key English and Maths skills to achieve appropriate qualifications and learning outcomes

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School Development (Sixth Form) over the next 12 months

To ensure that all of the independent school standards are met in relation to the sixth form provision.						
Development Need (Why is change required?)	Action (What do we have to do?)	Staff (by whom)	Timescales	Resources Required (cost)	Evaluation (How will success be measured?)	Progress/Update
There is a need to ensure there is accurate understanding of the learning needs and progression routes for all 6 th form pupils	To plan and manage individualised programmes of study that build on pupils' prior attainment and prepare them well for future employment and adult life aspirations;	Head of Education & TLR post holder for post 16	December 2016 & Ongoing	Extend range of accreditation opportunities	6 th form pupils make significant strong progress in key functional skills and in individual accredited course modules	Asdan Course framework is in place. Now planning to extend range of accreditation/qualification routes. Very well established and successful links with Leonard Cheshire. Development of Chosen Post 16 house.
	Careers advice & guidance will ensure that 6 th form pupils undertake programmes of study and relevant accreditation that builds on their prior attainment and enables them to develop clear and realistic plans for their future.	Head of Education & TLR post holder for post 16	By March 2017	Development of discrete transition plans for each 6 th form learner	Destination statements & transition plans are reflected in pupils' study programmes and progress towards planned accreditation outcomes	Staff are planning learner' destinations carefully. Destination data is tracking learners transfer to local (relevant local authority) provision & services and is included on IEP's. New Transition passport developed for school leavers.

	Extend work experience and work based learning opportunities to identify skills and interests for future employability or further specialist education	Head of Education & TLR post holder for post 16	By June 2017	Increase range of work based placements both internally (at SWP) & externally in community based business settings	Evidence that 6 th form learners are developing personal, social and employability skills through high quality programmes of study and WEX relevant to their needs & aspirations	Staff currently organise visits from employers and offer guidance and support. In addition, they are planning work experience opportunities to develop employability and the communication and social skills required in the work place.
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School Development (Sixth Form) over the next 3 years

To ensure that all of the independent school standards are met in relation to the sixth form provision.			
Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required & Review of Progress
Programmes of study are planned and evaluated so that 6 th form pupils'/learners undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for their future adult life & potential opportunities for employment.	<p>High quality careers guidance is provided.</p> <p>Develop a Transition Plan that supports EHCP planned outcomes</p> <p>Teaching, learning and assessment support as evidenced through teachers planning, portfolios of work.</p> <p>Progress towards accredited units of study is captured and is challenging all learners to make sustained and substantial progress in all aspects of their study programme.</p> <p>Learners' progress on qualifications in terms of value added is above anticipated</p>	<p>Learners are following programmes of study that build on their prior attainment and enables them to develop clear aspirations, and realistic plans for their future adult life.</p> <p>Learners & Parents/Carers understand the options available and are informed about local provision of services and employment opportunities appropriate to individual Learners.</p> <p>All learners progress to higher levels during their study programme. All learners complete their programmes of study, achieve planned and anticipated qualifications/accreditation</p>	<p>Current framework of Asdan Towards Independence courses are in place;</p> <p>There is an increasing profile of WEX placements;</p>

	outcomes and exceeding expectation across nearly all subjects/courses	<p>outcomes relevant to their aims and aspiration for their future adult life and move on to appropriate further education, employment, training or apprenticeships & more independent supported living arrangements (as relevant to individual needs & aspirations)</p> <p>Learners are confident and conduct themselves well. They have developed excellent personal, social and employability skills and undertake high quality programmes of study and work experience that matches their individual needs.</p>	Increased profile of community engagement
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Overall Effectiveness, including Pupils Spiritual, Moral, Social and Cultural Development

Identified Areas/Action points from the School Self Evaluation
<ul style="list-style-type: none"> To ensure that all of the independent school standards are met. To ensure that quality of teaching, learning and assessment is at least good. To ensure that there is convincing evidence that the school is improving rapidly and working robustly towards demonstrating good outcomes To ensure that deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development, and their physical well-being. To ensure that Safeguarding is effective.

School Development over the next 12 months

Development Need (Why is change required?)	Action (What do we have to do?)	Staff (By Whom?)	Timescale (By when)	Resources Required	Evaluation (How will success be measured?)	Progress / Update
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There are independent school standards that have not been met and have a negative impact on pupils' welfare, health and safety, academic or personal development, including the promotion of pupils' spiritual, moral, social and cultural development	This school development plan and supporting action plans for: -Care; -Education; -Workforce Development In addition, departmental action plans will be developed to support the rapid improvement agenda	SMT & Cambian Directors	Oct 16 –July 17	Organisational & Departmental capacity building	Clear evidence that: -All of the independent school standards are met. -The quality of teaching, learning and assessment is at least good. -All other key judgements are likely to be working effectively towards being good. -Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development, and their physical well-being. -Safeguarding is effective.	All key actions plans are in place and progress against these actions are monitored on a weekly basis by the SMT & reported to Cambian Directors
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School Development over the next 3 years

Development Need (Why is change required?)	Action (What do we have to do?)	Impact on pupils	Resources Required (cost) & Review of Progress
Through the monitoring & review of the SDP, Education, Care & all supporting action plans, SWP to ensure that all of the independent school standards are met. 'Headline' development priorities: <ul style="list-style-type: none"> Improve the quality of teaching, learning and assessment Raise expectations of what all pupils, including the most able, 	All Key Actions are identified in Care & Education Action Plans and there is convincing evidence that SWP is improving rapidly and securely towards good or outstanding judgements'.	Pupils' receive good or outstanding teaching, learning and assessment. Pupils' receive thoughtful and wide-ranging promotion of spiritual, moral, social and that their cultural development and physical well-being enables them to thrive.	Identified through Action Plans and most significantly, through capacity building and staff training & development

<p>can achieve, in both their personal and academic development</p> <ul style="list-style-type: none"> • providing training for teachers to develop their knowledge and understanding of how pupils learn effectively, especially in reading, writing and mathematics • ensuring teachers plan activities which challenge pupils to achieve well from their individual starting points in their academic and personal development. • Improve the effectiveness of leadership and management by ensuring that: • safeguarding procedures are rigorous and implemented consistently • Raise achievement and improve pupils' progress, particularly in English and mathematics; • Ensuring teachers use the information they keep on pupils' learning and achievement to plan lessons which systematically build on what pupils already know, can do and understand • record-keeping and monitoring of all safeguarding concerns are of the highest quality to ensure pupils are kept safe. 		Safeguarding is effective.	
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