



Beaucroft School Development Plan

2018/19

Our Vision Statement:

Beaucroft School enables everyone to become:

*Successful Learners
Confident Individuals and
Responsible Citizens*



School context						
Number of pupils on roll	165	Number of pupils eligible for pupil premium	31	Number of pupils with an education, health and care (ECH) plan	165	
Most recent Ofsted grade	Outstanding	Data from 2017/18	Reading :		Number :	
			Above	61.4%	Above	64.9%
			Expected	26.3%	Expected	24.6%
			Below	12.3%	Below	10.5%
Key Ofsted actions from last report	<i>"Leaders and those responsible for governance should ensure that they maintain the exemplary quality of education the school provides."</i>					
Key performance indicators for the next three years	Reduction in RPIs. Increase Number of pupils achieving expected or above progress in Number and Reading across the Key Stages. Increased attendance.					

Objectives for 2018/19



Objective 1	To embed new assessment procedures and ensure we continue to assess what we value and increase attainment in reading and number
Objective 2	To further develop the Steps philosophy to impact on the practice and thinking of all staff
Objective 3	To support the work of TADSS by remaining an active member of the Alliance
Objective 4	To meet the CPD needs across the school
Objective 5	To develop accommodation to better meet the increasingly complex needs of our pupils



Objective 1	To embed new assessment procedures and ensure we continue to assess what we value and increase attainment in reading and number			
Action	Timescale	Lead Staff and Resources	Budget implications	Success Criteria, Monitoring and Evaluation
To launch Classroom monitor software and develop staff confidence in the use of software.	By Spring Term 2019	Emma Wood to set up Classroom Monitor and lead staff training / information sessions.	Time to release staff to work with Assessment Lead. Cost of software.	All class teachers to be inputting their pupil data onto Classroom Monitor. Annual reports to include information gathered from Classroom Monitor.
To work with other TADSS schools through the TADSS Assessment group – complete moderation sessions and update Classroom Monitor targets.	By Summer Term 2019	Emma Wood and Diane Makariou to attend TADSS Assessment Group termly. To provide information for moderation sessions.	Travel expenses.	TADSS schools to be confident that they are agreeing their judgements.
Support staff teams to make each pupil's Assessment Learning Journeys (ALJs) working documents that form the basis of their individual planning.	By Spring Term 2019	Team Leaders (supported by Assessment Lead) to check ALJs each half term and ensure they are relevant and updated. ALJs to be referred to during all class teacher Performance Management meetings. ALJs to link in with Classroom Monitor targets. Teachers to liaise with SaLT team for communication targets.	Supply to release teachers for PM meetings. SaLT time.	ALJs to be in place and updated. Clear links between the objectives and levels on Classroom Monitor.
Support the use of Literacy and Numeracy lead teachers as PPA cover to allow them to influence practice across the school.	Throughout the year.	SLT to meet regularly with Literacy and Numeracy lead teachers and identify areas where support is required to develop practice. Allow additional resources to be provided to support staff. Leads to run training / information sharing sessions during year to update and increase staff knowledge.	Supply to release staff. Possible additional Lit and Num resources.	Increased staff confidence delivering Literacy and Numeracy. Increased attainment in Literacy and Numeracy.



Objective 2	To further develop the Steps philosophy to impact on the practice and thinking of all staff			
Action	Timescale	Lead Staff and Resources	Budget implications	Success Criteria, Monitoring and Evaluation
Develop the staff understanding of the Roots and Fruits and ensure it is a working document that is updated at least half termly.	Updated termly	Steps Tutors to lead whole school staff meetings to share purpose of Roots and Fruits. Team Leaders and class teachers to ensure Roots and Fruits are used as the basis of all planning – documents to be checked at teachers’ PM meetings.	None	Monitored through PM meetings and class meetings. SLT to gain impact through staff feedback and pupil wellbeing / attendance / reports.
Ensure that the school’s Behaviour Policy is adhered to and reflects staff practice.	Staff meeting held during Autumn Term.	Steps Tutors & Co-Heads to lead whole school staff meetings that allow time for staff to digest and reflect upon policy. Follow up meetings that focus on key elements such as the use of consequences and developing relationships.	None	SLT to observe staff adhering to policy and working with pupils in a therapeutic manner and using language related to Steps. A reduction in RPIs and Serious Incidents.
Replace existing Behaviour Support Plans with Individual Risk management plans.	By Summer Term	Step Tutors to support class teams to update and rewrite any behaviour plans onto the new format of Individual Risk Management plans. Through team meetings. Parents will need to be involved.	None	SLT and Team Leaders to monitor plans through SLT meetings. Team Leaders to collate and present to SLT. Team Leaders to ensure any suggested amendments are made within a set timescale (no greater than three weeks).
To work towards further developing staff practice to have a therapeutic approach.	Steps Tutor Course – April 2019	Steps Tutors, Co-Heads and team leaders to promote the Steps philosophy through team meetings and using Steps language in discussions, written guidance and policies. To increase Steps Tutor team by two more by attending Tutor course during Summer term. Whole staff and team meetings to have a Steps focus – revisiting use of consequences, developing relationships, differentiating to make activities relevant and meaningful. Diane Makariou to attend TADSS Steps group and National Leads Group.	Cost of Tutor course, supply cover and travel costs.	Two new tutors trained. A comprehensive cycle of short Steps training sessions in place. Staff observed working in a therapeutic manner. A reduction in RPIS and Serious incidents.



Objective 3	To support the work of TADSS by remaining an active member of the Alliance			
Action	Timescale	Lead Staff and Resources	Budget implications	Success Criteria, Monitoring and Evaluation
To support the TADSS team in organising and delivering the annual TADSS conference – Steps theme.	April 5th 2019	Sally Norman and Diane Makariou to attend TADSS CPD Committee meetings. Steps Tutors to support by delivering sessions at conference.	Supply to release staff & travel expenses	Steps Conference to take place on April 5 th . TADSS Co-ordinator's and CPD Committee to gather and review staff evaluations and feedback.
To support the success of each Subject Focus Group by Chairing the School to School Support Committee (S2SS) and ensuring each group has an active Beaucroft Rep.	Meetings held throughout the year.	Diane Makariou to act as Chair for the S2SS Committee. Team leaders, supported by Diane Makariou, to ensure sufficient time is given to staff to attend and contribute to the subject leader groups.	Supply to release staff & travel expenses	S2SS Committee Chair to collect minutes of meetings. S2SS Committee and TADSS Board to evaluate impact of subject leader groups.
Key staff to represent TADSS on each of the committees and to attend termly board meetings.	Meetings held throughout the year.	Joe Barnett – ITT & TADSS Board Diane Makariou – S2SS & TADSS Board Sally Norman – Leadership Development & CPD Matt Mason – Research and Development	Supply to release staff & travel expenses	TADSS Co-ordinator and committee chairs to ensure meetings are held. Updates shared termly at TADSS Board meeting (Beaucroft Co-Headteachers to attend).
Appoint three SLEs who can work with mainstream schools to develop their SEND practice.	Applications in by December 2018, interviews Spring Term.	Staff to complete application process and be interviewed by other TADSS Heads. SLEs (and other suitably qualified/experienced staff) to deliver training to mainstream schools via TADSS Shorts.	Supply to release staff for interviews & to deliver training / support.	SLEs appointed. SLEs being active in providing support to mainstream colleagues. TADSS Co-ordinators impact of SLEs' support and feedback to Co-Headteachers at Beaucroft.



Objective 4	To meet the CPD needs across the school			
Action	Timescale	Lead Staff and Resources	Budget implications	Success Criteria, Monitoring and Evaluation
To streamline CPD recording systems by using 'Office Access.'	April 2019	CPD Lead to set up system on Access that will be accessible by all members of SLT and if appropriate, for all other staff to view.	None	System in place and accessible by all SLT
To set up clear systems to inform CPD lead of each member of staff's CPD requirements that arise from PM meetings.	April 2019	CPD Lead to incorporate CPD requests in to Access system. Line managers who conduct PM meetings to email staff requirements to CPD Lead. Once in place, Line Manager to add needs directly to Access.	None	CPD lead and SLT can view all staff CPD requests/requirements
To increase staff knowledge on how to support pupil Well-being / Mental Health.	January 7 th 2019 for INSET Day.	CPD lead to organise Well-being / Mental Health training session on January 7 th INSET day. Selected staff to attend external courses linked to mental health. Following attendance on course, course delegate to disseminate to other staff.	Speaker. Course costs and cover	Team leaders to note impact of training session through targets set on ALJs and through comments made on Roots and Fruits documents.



Objective 5	To develop accommodation to better meet the increasingly complex needs of our pupils			
Action	Timescale	Lead Staff and Resources	Budget implications	Success Criteria, Monitoring and Evaluation
To work with the LA to replace Edison / Braille classrooms with a new building.	Work to commence April 2019. To be completed August 26 th 2019.	Co-Heads to work with LA to ensure the building is completed within schedule and to the requirements of the school.	LA funded	Regular meetings with DCC (Jacqui Leaton and Kevin Heyden) particularly around funding and planning. Clear timescales agreed with key dates highlighted. Share with Governors and invite to planning meetings.
To adapt spaces to provide additional 'small garden' type provisions for a small number of pupils for a set amount of time.	On-going	Improvement of environment (NL, possible volunteer group).	Site manager budget and donations	Improved environment Clear space allocation and timetables available.
To discuss options with the LA to increase the capacity of Beaucroft without compromising the education of our existing pupils.	On-going	Co-Heads to meet with relevant staff in LA to explore future accommodation options (e.g. the old Wimborne First building).	TBC	Management of panel applications. Developing year on year sustainable succession plans. Positive conversations with the LA, (including invitation to G.Binstead) with plans that are clearly costed, short and long term.