Seadown School

School Development Plan

2015-18

Seadown School Three Year Vision: 2015-18

Target	Priority Area	2015-16	2016-17	2017-18
1)	**Teaching and Learning** Staff will provide excellent teaching and learning: teaching staff will be outstanding in their practice or demonstrate rapid progress towards outstanding			
1	**Teaching standards**	To have 100% good teaching that enables pupils with SEMHD to make progress in the core subjects	To have Good teaching with 50% Outstanding to enable pupils with SEMHS to make good progress	To have Good teaching with 75% Outstanding which enables pupils to enjoy and achieve
2	**Curriculum Planning**	To have clear short, medium and long term curriculum plans in place.	Hub leaders to implement and monitor engaging and clearly differentiated planning that provides total coverage across the curriculum	Hub leaders to have detailed and up-to-date understanding of the development in their subject areas, from across the school
3	**Extra-curricular activities**	To have researched and implemented some opportunities for pupils to extend their learning and development outside of the standard school curriculum (Extended Schools)	Pupils to have access to and take part in an expanded array of out-of-school activities and clubs to enhance learning and development	To provide a continual programme of extra-curricular activities in place
4	**Continuing professional development**	a) Teachers are trained to lead and develop one core subject b) To implement a clear INSET day training programme across the year to extend professional development	a) Staff attend regular, ongoing training to develop and enhance their role and responsibilities b) Hub leaders to partake in and deliver specific training based upon hub focal areas	Teaching staff to lead training on specific areas of interest or expertise
5	**Use of teaching assistants**	TAs to begin and ongoing professional development programme designed around school and pupil needs	To develop the role of the HLTA in each class	HLTAs to monitor and support SEN interventions in class.
6	**Establish Pupil Voice**	Regular meetings and questioning of pupils to gain an insight in to their personal views, learning and development	a) To host half-termly school council meetings b) To elect school prefects and develop prefect role	To analyse and develop the impact of the existing Pupil Voice
2)	**Personal development, behaviour and welfare** To be a respectful, positive, learning community; where systems and procedures in regards to health, safety and behaviour ensure that everyone can safely achieve the most they can, progress as far as they can and learn as much as they can			
1	**Behaviour & Safety**	Develop and implement a RESPECT agenda Personal, social and emotional development is role-modelled, supported, taught and assessed	a) To embed stringent behaviour management and monitoring system b) To implement and monitor use of RESPECT agenda in positive behaviour management	a) Behaviour analysis procedure to involve pupils' input and reflection b) There is a range of assessment- types in place to record and demonstrate progress in pupil's social, emotional and behavioural skills
2	**Safeguarding**	To establish a clear procedure for safeguarding concerns, involving trained staff member To clarify and embed health and safety procedures	a) Annual Child Protection and Safeguarding training delivered by trained Safeguarding staff members b) To practice regular fire and emergency procedures	a) All staff to experience in-depth training in specific safeguarding areas b) There are detailed communication logs for maintaining record of liaison to aid continuity and transparency.
3)	**Outcomes for children and learners** Pupils in our school will always make as much progress as individually possible; in areas that are specifically important to them			
1	**Assessment for, and of, Learning**	a) To ensure effective assessment strategies are used, across all Key Stages to enable pupils to demonstrate learning b) Utilise software system to monitor and track pupil progress c) Use assessment systems that demonstrate progress in the core subjects and behaviour	a) Embed a regular, consistent moderation programme, both internally and externally b) To gain 70% Good progress in the core subjects across the school c) To use tracking and monitoring systems for behaviour analysis d) To research suitable options for Assessment without Levels	a) Develop and embed new 'steps' assessments system to better demonstrate pupil progress. b) All staff to be skilled at setting and evaluating progress towards targets c) 50% of pupils to make Outstanding progress in the core subjects
2	**14-16 curriculum**	a) Develop an inspiring and aspirational vocational curriculum so that learners can achieve their potential and progress to further education where appropriate b) To develop a positive working relationship with LA Transition teams to ensure a smooth transition into post-16 life for Year 11 students.	a) To extend the range of 14-16 courses available b) To work closely with representatives from the local authority and educational establishments to ease transition into Post-16 life c) To provide the opportunity for all Year 11s to achieve Functional Skills Level 1 in Maths and English	a) To work closely with key stakeholders including employers to ensure high-quality options at 14-16 with pathways to further education and employment b) All pupil to achieve a recognised award in a core/functional skills area relevant to their future aspirations c) To take part in career fairs and have input from professional career advisors
3	**Attendance**	To improve the attendance of low-attending pupils by 10%.	a) To explore and implement strategies to improve attendance of low attenders b) 75% of pupils to have Good attendance	a) 75% of pupils to have attendance that meets national expectations b) To improve attendance of low-attenders to meet the school targets

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4)	**Leadership and Management** Have a cohesive and informative community supported by a highly professional workforce			
1	**Senior Leadership Team development**	a) To set roles and responsibilities b) To implement a stringent monitoring system for the school	To implement and enforce a regular, focused monitoring system that informs school and individual target-setting.	a) To review and develop SLT monitoring programme b) Teaching staff and HLTA/LSAs to be skilled at setting and evaluating progress towards pupil targets
2	**School Staff development**	a) To ensure there is a clear line management structure in place with regular supervision meetings b) Regular staff appraisals to be implemented	a) To cement a clear line-management structure, that allows for regular, effective appraisal and achievement. b) To provide opportunities for targeted training, either internal or external, based on specific appraisal feedback and targets	To review, evaluate, monitor and analyse CPD, and build upon long-term effects
3	**Community Links and Cohesion**	a) To develop community links both in and out of the school b) Citizenship to be planned and taught regularly	a) To update the school website and social media to include up-to-date, relevant information b) To explore Extended Schools programme by interacting with local organisations	a) To cement and extend the whole-school approach to liaising and interacting with wider community b) To implement a school VLE
4	**Governance development**	Managing Director to have clear vision of where we are aiming and roles within this project	To establish a Governing Body with clear roles and responsibilities	Governing Body to be actively involved in the development of school appraisal systems and school development plan
5)	**Buildings and Environment** Have a relevant, bright and engaging school where staff and pupils have access to what they need to aid progression in learning			
1	**Create an environment suitable for teaching all curriculum lessons**	a) Create and utilise multi-purpose room specifically for the teaching of science and DT b) Develop ICT equipment across the school	a) To establish an effective and efficient system for purchasing resources b) To develop the outdoors area into a space suitable and safe for recreation, education and relaxation c) To employ professional organisations to implement and monitor effective ICT and outdoor learning resources	a) Hub leaders to manage and use specific budgets for their Hub resource development b) Develop a school culture for learning that encompasses the 'Fundamental British Values' of good manners, mutual respect and tolerance of others.
2	**To create a positive and informative learning environment**	a) All classes to have an ethos of celebrating learning and achievement supported by informative and relevant displays b) Corridors to display pupils' work, thematic study and share relevant school information	a) To create an effective notice board on the outside of the school for the information of parents, carers and visitors b) Displays to be monitored and improved under the supervision of specific staff members	a) To develop the school entrance/foyer area to be welcoming, informative and secure b) To develop the effectiveness of the car park area, including for visitors c) To develop the presence of maintenance staff and resources