School Development Plan
2018-19

Values and Beliefs Statement

Our school is a community in which everyone is valued.

Our students deserve the best.

It is our role to deliver the highest quality education.

Our pupils will make progress and become more independent.

We all have an important role to play in providing the most inspirational and enjoyable educational experience possible

Oakland's School - Outstanding lesson document

Aspect	All lessons across the school;	SLD pupils	PMLD pupils	ASD pupils
Planning	• Are part of a well-designed sequence of learning, evident from medium term plan and lesson outline planning. • Lesson outlines/delivery plans develop over time during the term according to pupil progress • The planning file is available in the classroom has been shared with the support staff. • Support staff are deployed to support learning.	A series of brief lesson delivery plans showing the activities and how they develop over the term.	Lesson delivery plan shows perhaps only one or two lessons, designed to be repeated and modified during the term according to pupil progress.	Lesson delivery plan indicates a clear lesson routine and may have a series of lesson delivery plans or one lesson designed to be repeated and developed, according to the needs for the group.
AFL	• Lesson targets have been developed in line with IEP targets and the subject being delivered. Targets are sufficiently challenging to enable pupils to make outstanding progress. • Support staff know and understand pupil targets, and can assess pupil's progress against those targets. • Targets are communicated to pupils in an appropriate way. • Assessment is evident throughout the lesson. Evidence is collected and pupil progress noted and recorded using school systems by all the staff.	Targets may be communicated to pupil through use of; visual schedules, symbolised written targets. Pupils will be reminded of targets during the lesson.	Sensory cues used to communicate activities to pupils.	Visual schedules and single symbols used throughout the lesson.
Teaching Methods	• Teaching and communication strategies are precisely matched to pupil needs as indicated in in their ILPs. • All staff are expert in using the range of teaching strategies needed by pupils to facilitate learning and progress. • Naturally occurring opportunities are used to teach English, math's and ICT and for the functional use of those skills.	Makaton Visual cues AACs Appropriate level of verbal language Modelling PECs Use of smart board Opportunities for functional use of literacy, numeracy and ICT.	Sensory cues Intensive Interaction AACs Touch cues Objects of reference Makaton (some individuals) Experiential and coactive exploration	TEACCH; Schedules work systems, independent work area, independent tasks PECs Intensive Interaction Sensory diets Visual activities Practical functional activities Repetition
Inspiration	• Activities are carefully selected because they are enjoyable, interesting and motivate the pupils to engage with the learning. • Activities are appropriate to the pupil's age and interests. • Pupils interests are used to engage them either as part of	Variety of engaging structured learning activities. Multisensory opportunities may be	Use of multisensory strategies	Highly structured practical tasks. Calm learning environment. Targeted use of

	the work, in systems or as motivators. Where interests are immature these are used sparingly and only with them. Work is in place to encourage a widening of interests. • Relationships are positive and support pupil motivation and engagement • Pace of learning is appropriate and differentiated to pupil ability to engage.	used to engage pupils and provide concrete experience to support learning Whilst acknowledging the need for 'take up time' and processing time, in individual situations – lessons should have enough variety and interest to keep students engaged.	Pace might well be slower in PMLD lessons, but only when pupils are showing signs of engagement.	sensory experiences Predictable routines and staff responses. Pupils need a moderated pace to allow for slow processing time especially in language.
Classroom management	• All of the time available is used fully for learning activities.	Some pupils may need movement breaks, sensory activities, and reward time planned as part of a lesson.	The need for personal care, change of position or medical intervention is managed so that this does not impact on learning of the individual or the group. Teachers should use real artefacts where possible.	The use of time to prepare pupils for learning for instance through use of sensory diet programmes may take part of the lesson.
	• Resources are well designed and selected. There are sufficient resources so that pupils do not need to wait for a turn.	Teachers should use real artefacts where possible.		An emphasis on visual materials. A multisensory approach. Pupils with sensory overload may need very neutral resources in limited quantity at one time. Care is taken to avoid sensory input which pupils may find difficult, especially smell and taste.

Evaluation of Core Targets in the School Development Plan for 2017-18

To work with families and the wider community to increase educational opportunities for our pupils.			
What we will do to achieve it	**KPI**	**Impact evaluation**	**Next steps**
Embed homeworking strategies so that success of this initiative is secured long term. Family awareness of own role in pupil progress is raised.	The school website is regularly updated with new homeworking tasks. The school newsletter includes home workings tasks. Resources for homeworking are produced and available for parents. All IEPs contain homeworking tasks and strategies. Home school agreement is undated and contains specific reference to homeworking. Homeworking policy updated ratified by Governors, and distributed and on website. Parents workshops at least half termly to demonstrate techniques and activities. Parent workshops for distinct and targeted parents groups.	Homeworking challenges are put up on the website before each holiday, and are then removed when students return to school. Our school newsletters published half termly now always contain homeworking challenges, and these newsletters are on our website. We are able to monitor how often our website is accessed and this shows that large numbers (1750 visits) of people do use the site, however we do not have a way of tracking what they look at when they do so. Curriculum teams are working well, with resources being produced and managed. Teams working patterns were changed from September as a result of peer review so that team leaders could better communicate with team members. Homework tasks were added to IEPs. This means that parents wishing to work with their children at home have clear indication of homework tasks. There is better understanding among parents who wish to work with their children at home of what homework means in a special school and many families have understood that worksheet based tasks they previously asked for are not always useful. Homeworking parent's events	Create homeworking area on website as part of curriculum. Improve monitoring of homework for appropriate student groups. Compare progress made by those pupils whose parents attended homeworking workshops to those who did not? Introduce expectation of evidence to be provided using a range of means including emailed video, homework diaries etc. "family friendly target sheet" Staff feel that there is yet more to do to ensure that

		have been well attended, and there has been a great deal of positive feedback both formally and informally. Some families are regularly reporting on tasks and activities their children participate in at home, however many families do not report to us and it is proving difficult to monitor how many families are undertaking homework set. It is particularly difficult to monitor without creating inequality because some families are able to produce photographic evidence whereas others do not have the equipment on which to do so.	homeworking tasks are fully functional and fit in with family life, and that it is important to keep it fun. Staff also feel that there could be a better variety of homework tasks for a wider range of pupil ability.
Develop welfare officer role so that attendance increases.	Senior admin officer in attendance officer role reporting monthly to PCC meetings. Cross school attendance increases to at least 87% or 92% with complex cases removed.	Teachers feel that while we have made great progress through our homeworking strategy, some families remain hard to reach. The role has been developed in line with our intentions, and monthly PCC meetings have been established and are proving an effective means of gathering a multidisciplinary team to exchange information on work with families and pupils support needs. Attendance has improved, but not as much as we had hoped with families taking term time holidays, and transport issues at the beginning of each academic years being factors we do not appear to be able to influence.	Design strategies for hard to reach families. Provide families with support regarding morning routines to support attendance
Raise profile of family support work so that SLT are better informed on caseload.	Family support worker reporting monthly to PCC meetings on families under stress work. SLT more effectively informed	The Ofsted inspector described our attendance as a "massive problem", but felt that our monitoring processes are a strength, and she commented in particular that we always know where every child is at all times. Senior leaders who are directly involved in PCC meetings report that they are better informed	As many of the matters discussed in PCC meetings are of a confidential nature it is not appropriate to share with wide staff groups however staff awareness of this process does need to be raised.

	on issues effecting pupil progress.	and on top of their pastoral roles as a result of the meeting format and opportunity to liaise formally with health and family support services. It was noted during full staff evaluation that most classroom staff were not fully aware of PCC meetings, and some not at all. While the meetings are advertised in the weekly diary some staff have not noticed this or did not know what the meetings were about.	
Increase home visits as a strategy for supporting parents.	Signpost using priorities meetings/annual reviews/parents evenings.	We have increased home visits where we have formal reintegration programmes in place for a small number of pupils, however we have not carried out visits to support with general behaviour as we had planned. On the occasions we have suggested that we would support at home and sought funding to do so, the LA have indicated they do not consider this to be the school's role and that social care should be providing the support. It is not completely clear whether home visits are a service within the school's remit, and this needs further discussion	
Increase opportunities for parents to spend time in school.	Increase assemblies and events to which parents are invited to half termly in each department. Trial open day event in PMLD class bases.	Open mornings have been held in both PMLD class bases. These were valuable and well received events with parents who attended, however the number who took the opportunity was very small and staff are unsure of the benefits. Parents have also been invited to selected assemblies during the year and again where parents have attended, they have been delighted. We note however that it is mainly parents who collect their own children from school who attend assemblies, and that parents whose children are on school transport are far	Staff in other classes feel that parent open days in classrooms might be beneficial.

		less likely to attend. Some staff and pupils are demotivated when parents do not attend. Whether parents attend or not these special assemblies have been of good quality, and have challenged pupils to perform which has been very motivating for them.	
To increase the quality of evidence of pupils making outstanding progress			
Replace current progress recording and paper-based evidence folders with combined electronic system (possibly SOLAR).	Software system identified and purchased. ICT set up complete. Staff training has taken place, all staff familiar with new software. System in place to use. Moderation exercise demonstrates new system is in consistent use needing only minor improvements.	The SOLAR system was purchased, performance targets were developed and loaded onto the software, and pupil progress was inputted das planned during the summer term so that it was ready for use from September 2018. Teachers and support staff received training in how the new system works. Some staff felt that they had not been trained, on investigation this was owing to staff absence. Planning well meant that teachers were not asked to use two systems at the same time so that the difficulties with increased workload experienced at a partner school introducing the system were avoided at Oaklands. Moderation and quality assurance have revealed that the system is being used effectively, however some teachers felt that there are issues with consistently and would like to evaluate this as a group. Teachers feel that is it easier to look at pupil retrospectively. Some of the support staff are finding SOLAR an effective tool for checking pupil's targets.	Develop a WOW area on Solar for unplanned progress or progress other than in p level areas such as behaviour. Evaluate SOLAR recording with teachers to identify potential further uses. Support staff feel they are able to make a greater contribution to evidence collection Ongoing training for support staff
Track, record and Evaluate individual pupil support services using provision		We note that some support staff do not feel they are adequately involved with SOLAR, others remain enthusiastic about providing feedback on	Further evaluation needed and then a decision made

mapping system.		written evidence slips and wish to continue this. Support staff also feel that they would like more information about moderation.	whether to continue.
	Trial of provision map software. Evaluation of pupil progress results takes place. Staff training.	Provision map software had been identified as having potential for use before we also identified SOLAR. PM is a far more detailed system which seeks to evaluate the success of individual interventions, and seemed more appropriate to use monitoring the work of specialist assistants and PPG interventions. It was used throughout 2017-18 and reports were positive, however at this point of evaluation only the teachers monitoring these areas of work are using this software and one of those is on maternity leave. Further evaluation is needed before a decision is made.	Forge subject support groups with partnership schools/other local specials?
Review curriculum activities for p3/p4 learners in SLD and ASD classes. Increase opportunities for teachers to share best practice e.g. during teachers meetings.	Curriculum audit carried out. Curriculum resources in place. INSET training developed and delivered. Staff meetings planned at the beginning of each term. Termly meeting focused on sharing best practice.	The planned audit was started later than intended, and has been given to a teacher as a project for CPD as that teacher works towards a middle leadership qualification. Quite a wide group of staff were aware that this work is going on, and there is enthusiasm for the results. INSET time has been dedicated to giving teachers opportunities to share resources being used in class. Feedback has been particularly positive. The use of INSET time rather than teacher meeting time enables longer to be spent, however specialist subject teachers in music, PE and art felt that it would be more useful to them to visit similar schools to share practice with other subject specialists, and some support staff felt that they would also like to take part.	

To develop classroom practice and leadership skills across all levels of staff			
Provide opportunities for support staff to undertake peer observations.	Teaching assistants have an opportunity to observe a peer.	Peer observations took place for teaching assistants during the spring term 2018. The majority of staff feel that they would appreciate the opportunity to observe peers. However senior leaders feedback that attempts to organize peer review are fraught with difficulties attributable to staff absence, with bank staff booked to cover for observations needed on the day to cover unexpected absences. One group of staff commented that their observations were cancelled because of Ofsted! Staff who had observed others felt that while interesting that they needed more guidance on the purpose of observations and what they should be learning from them.	Establish regular cycle of peer observations including all levels of staff, linked to appraisal system.
Design and introduce new training model for future flexibility in our increasingly complex staff teams.	Staff consultation on more flexible training model. New model identified and in place for academic year 2017-18.	Staff have been consulted on two different models which remodel training delivery. We have increased training by one day during the academic year 2017-18 by introducing an electable day off in return for additional training attendance. This is working well, despite the challenge of covering when staff are also on sickness absence. A further extension to provide further training (and days off) has been discussed with staff, however staff requests for paid time off for medical appointments has currently meant that this extension to training has had to be put on hold while Governors consider the issues.	
	One day pre-employment induction training designed.	Pre-employment induction was introduced in the summer of 2017. This is now a well-developed	

	Pre-employment induction in place for new staff.	morning of information giving which covers essential safeguarding and practical health, safety and HR processes. Some support staff had compared the experience of starting work with pre-induction in place with those longer standing staff who did not have access and had noted the improvements. The issues have been the quantity of leadership time taken when staff may start work at many times of year, and how to manage this as recruitment becomes constant in the coming years of school expansion.	
	Mentors identified for all staff groups.	While mentors have been identified for some staff for specific purposes, a full staff approach is not currently in place. Senior leaders are unsure of the purpose in the context of the very detailed induction process now in place, and the support and development framework. We plan to consult with staff on this immediately and to establish whether there is a need for full school mentoring and at what point in staff career.	Mentorship structure needs further work. Training for identified mentors?
	Team Teach training takes place within first half term in post for staff starting work in September.	Despite the intention to deliver team teach training earlier during the Autumn term we did not achieve it because recruitment in the summer term was not successful. This meant that training planned for early Autumn term wasn't held until vacancies were filled. This resulted in the usual delay in training some new staff. The delivery of team teach training is dependent on 2 trainers delivering the training, and as both our trainers are SLT members this has a huge impact on the school's capacity. We know that we need to identify new trainers as the school expands which may ease this pressure.	
Review middle and senior	Middle leaders managing	Middle leaders have taken more responsibility for	

leadership roles.	curriculum in secondary school.	curriculum development and activities this academic year. Curriculum events have been of good quality. The management of medium term plans has begun well. Ofsted inspectors felt that this needs to be based on the success of achievement of IEP targets rather than based on teacher feedback, and it was identified as our main area for development.	Evaluate how we measure the success of curriculum planning and design a systematic approach to evidence collection to drive curriculum planning
	Assistant Heads chairing most annual reviews.	Assistant Heads have been chairing the majority of annual reviews this academic year. This has been successful in making the Head and Deputy available to work on new school developments, however it has also created overload for assistant heads, and this needs to be reviewed as there is a danger that quality of teaching may suffer as a result. As part of the review of the senior leadership structure most annual reviews will return to new Heads of Schools and Deputy Head with only some being undertaken by Assistant Heads once school expansion has settled.	
	Assistant Heads manage department supply budget. Assistant Heads managing daily cover in own departments.	Assistant Heads have also been successfully managing daily supply, however they note that all 3 Assistant Heads now have an additional meeting daily to negotiate cover staff. This is an additional daily burden. Support staff however feel that supply is well covered and that they feel more informed of what is happening. This task too will be passed to Heads of School eventually. It is also noted that it is exceptionally difficult to track the management of the supply budget which is also used to cover vacancies, and is the budget area with greatest variance during the	

		financial year.	
	Review of middle and senior leadership model.	The leadership structure has been reviewed for impending school expansion with the interim model designed for September 2018. (see staff structure in this document) The Head of School role has been defined and recruitment is underway.	Establish Head of School Role in new school, induction and training carried out.

To develop curriculum teams and middle leaders so that the curriculum is reviewed, resourced and managed.

Regular cycle of curriculum review is established.	Medium term plans reviewed and developed through a regular termly cycle. MTPs to include increased resource information. Curriculum resources prepared in previous term using resource assistant time. Resource room organised by curriculum topic by resource assistant/curriculum team members.	The cycle of review has been initiated successfully with teachers noting an improvement, especially in resource availability. This area was noted as the main action from Ofsted inspection as middle leaders explained that the basis for review of plans was mainly teacher feedback rather than being based on pupil progress evidence. There is a variety of feedback on resource room organization from some staff feeling that there has been an improvement, however others feel that the room continues to be poorly organised and that it is difficult to find resources. Those responsible for organizing it continue to comment that the wider staff group continue to leave items for others to put away. We must acknowledge that for space reasons the resource room was built 3 years ago in an outdoor workshop and that it is far from ideal. Curriculum resource management will be an important aspect of planning in the new building.	Review of IEPs and links to curriculum delivery in needed, exploring how SOLAR might be used in the process.
Raise profile of curriculum teams and middle leaders.	Curriculum teams to report to staff meetings including	Curriculum leaders are now more frequently reporting on work to both teachers and full staff	

	support staff meetings.	meetings. This has raised their profile and the full staff team are now aware of curriculum team leadership. Most reports to staff relate to curriculum special events rather than to termly curriculum content. Support staff have suggested that the work of curriculum teams could be an agenda item in support staff meetings as well and that this might lead to more focused tasks and resource creation to meet class needs.	
	Produce curriculum subject/topic plan for PMLD classes to use within IMPACTs curriculum.	This piece of work has been done, and both medium and long term plans are in place. Many staff do not appear to be aware of it, however there are currently only 2 class groups for PMLD pupils, and these staff were well informed.	Identify a middle leader to manage PMLD curriculum

Develop post 19 and primary provision from 2018

Post 19 dedicated courses in place for academic year. 2018.	Secure funding stream for post 19 courses.	It was established at the beginning of 2017 that Great Oaks College had to be set up as a separate legal entity to Oaklands School. This has necessitated enormous additional workload for senior leaders and the business manager. A specialist independent College has been set up with a Board of Trustees in place. A five year financial plan has been made tracking expected student numbers over that period, and finance has been identified both to start up the College and support operation during the period of development and growth which will last four years. The College is now undergoing a process of Due Diligence by the department for Education to establish whether it will be given approval for opening in September 2018.	
	Publish College prospectus to include courses for pupils	The College courses have been designed, qualifications identified, and timetable produced	

	following sensory, life skills and vocational pathways.	for three initial courses. The prospectus was published and distributed in October 2017.
	Identify appropriate accreditation for each college pathway Design and implement admissions process, update admissions policy. Receive student applications for September 2018.	The admissions process and policy are in place and the initial years applications are underway. Candidates are being assessed and places will be offered by the end of the second week of February. The majority of current year 14 &15 students have made application for September 2018 with only one family electing to apply to a local College, and families seeking alternate independent provision. There have also been a small number of external applications. This is a positive indication that the college will be successful in attracting students.
Appoint a third job coach for January 2018 to work specifically on establishing increased work opportunities and community links for new school.	Job coach in post. Employer and community links forged. Work placements and opportunities ready to provide one day per week for post 19 pupils on vocational pathway in September 2018.	The additional job coach has been recruited and will start work during February, when they will start working with the team to enable work to be done to identify work placements for the College vocational pathway for September. Staff evaluations reveal high level of awareness of work experience activity and enthusiasm for and value of the work that is going on across all staff groups.
Prepare to open initial primary class groups from September 2018.	Identify teaching staff interested in EYFS teaching Write job description for senior teacher to coordinate EYFS initially Receive and assess applications for September 2018 intake.	Staff consultation identified a larger than expected group of staff interested in working on the planned primary school, some of whom have previous experience working in EYFS. Recruitment of a senior teacher is planned, however recruitment will not take place until pupils applications are received, and we continue to wait for that process to begin.

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To make a robust strategic plan for school expansion

	INSET days for 2017-18 allow for pack and move.	INSET Days have been set for the academic year 2017-18 to include two days for orientation and training at the new school site, and for packing on the last day of the summer term. There will be two days in September 2018 for setting up classrooms. There will also be many opportunities for staff to visit the new school both with students and for the purpose of setting up during the summer term 2018 before the full school move.	
	Staff consultation regarding desired roles, training, transport and issues related to relocation.	Staff consultations took place in December, and were well received in general, and highly useful in discussing staff aspirations for career development. This has provided the SLT with a clear picture of training and development needs for the coming years.	
	Recruitment timeline is in place with job descriptions reviewed and finalized.	A recruitment plan has been made based on staff consultation and expressions of preferences for departments. Recruitment is underway and initial LSA recruitment has been successful. We are receiving expressions of interest in teaching posts for primary and College provisions ahead of adverts, which is a positive sign. We have concerns over our ability to recruit experienced staff for PMLD class bases.	
	HR role reviewed and developed in preparation for expanded staff numbers	HR Officer is now working exclusively on HR, with the PA role passed to the senior administrative officer, and additional tasks being taken on by the reception team. There is currently significant pressure on all administrative roles because we do not have space to employ additional staff in our current accommodations.	

		Produce community use policy in line with planning conditions.	The community use policy has been designed, and a lettings company appointed to manage lettings in the initial years.	
		Establish a fundraising group to include staff and parents.	A fundraising group held a meeting early in the year, however nobody has taken on a coordination role and subsequently there is no established group meeting regularly. There appears to be enthusiasm among staff for involvement, however it has not been harnessed successfully. The finance and fundraising officer continues to make formal grant applications with some success, the greatest success has been in securing part funding for two additional minibuses, and two large grants for play equipment.	
		Visits to new site for selected groups of pupils.	Visits for pupils to the new site have yet to happen, at this point pupil visits would delay progress, and completion is only weeks away. The steering group did have a visit, and senior leaders have joined walk-arounds.	
		Audit existing furniture & equipment including ICT. Produce furniture and ICT tender for new school.	Audits of existing furniture are underway. A furniture tender process was carried out and a provider appointed. The order is in process of finalization. Staff evaluation reveals that all groups of staff are well informed regarding all aspects of the planned school development.	

Evaluation of targets 2017-18
ASD Department

Targets for improvement	KPI	Actions	Impact evaluation
To train key staff members and run a pilot CYGNET course for parents of students with autism in Oaklands	Two staff members have attended training and are competent to deliver training to parents Parents have attended the programme	Anne and Mairead have attended the course and are now qualified to deliver the CYGNET course for parents and students with autism in Oaklands. Due to the limitation of space on our current site on the days both trainers would be available it was decided that we would postpone the delivery of the course until the summer term where we can hold it at the new school site.	Anne and Mairead to carry out a pilot group in the summer term with selected parents in the new school.
Develop further the programme of work related learning and vocational activities within the school. Begin to develop a programme of small steps of learning for lower ability students in preparation for a work experience placement.	Meet with school job coaches to discuss potential for internal placements Observations of pupils with ASD in vocational lessons Development of a bank of job descriptions for ASD pupils ASD support staff supervising pupils in initial work placements	Students in years 13 and 14 with a diagnosis of autism where appropriate have had the opportunity on a rolling programme to carry out internal work placements	More internal places have been designed and more ASD students have had the opportunity to access these

Evaluation Complex Needs Department
Targets from 2017-18

Targets for improvement	KPI	Actions	Impact evaluation
To improve Individualised learning opportunities and experiences for students with PMLD	Assessments will be completed and findings will be reported back to SLT	Complete assessments at the end of the year and analyse how well progress made can be demonstrated using IMPACTS.	All students made progress within the paper base IMPACTS assessment tool.
	A decision will be made about whether to use a computer programme to track progress or not. If the decision is yes then staff will use it to track progress rather than the paper version.	Examine how Impacts could be transferred to become a computerized assessment tool that could link with CASPA or the equivalent.	Nickyie and Lizzi amended the IMPACTS assessment and created Oaklands Sensory Assessment tool and this has been uploaded to Solar (OSA), all students are now assessed via this tool. Support staff have had training regarding OSA and have been involved in uploading evidence and discussing progress.
	There will be a bank of individual station planning that broadly links to the main school curriculum topics. This will create a rolling programme curriculum in line with the rest of the school.	Continue to develop planning of group and individual learning activities so that staff are clear and confident in the role so that progress can be supported.	This is now in place in both C1 and C2 and is having a positive impact upon progress and enjoyment as demonstrated within lesson observations, School partnership review and learning walks.
		Continue to develop support staff recording of progress so that the next steps of learning can be accurately identified.	Support staff are recording accurately in line with targets set by the teacher.

Evaluation of Targets from 2017-18
Sixth Form

Targets for improvement	KPI	Actions	Impact evaluation
To investigate, trial and implement Functional Skills and Vocational accreditation appropriate for the needs of learners in the Department	Accreditation will be in place for Functional Skills (Maths, ICT and English). Staff will be trained. Accreditation will have been identified for learners on a Vocational pathway.	Investigate new accreditation for Functional ICT, Maths and English (existing Functional Skills Qualification is ending).	Availability of accreditation for Functional Maths, English and ICT was investigated to replace existing accreditation. NOCN was identified as an appropriate provider (Functional Skills at Entry Level). The application process to become a Registered Centre has been started and is currently in process.
		Investigate appropriate accreditation for vocational learners.	NOCN has been identified as an appropriate provider of accreditation for vocational learners (Entry Level Diploma in using Employability skills). The application process to become a Registered Centre has been started and is currently in process.
		Training for staff in new accreditation.	An exams officer has been appointed and she has received training for LASER Independent Living Awards. A member of staff in the Sixth Form has been given responsibility to coordinate LASER awards. She also attended the admin training. New courses have been set up and the learners have been assigned to these courses. New staff in the department have received training in LASER accreditation and have delivered the courses and learners have produced portfolios. Work was Internally verified and an external quality assurance visit took place in January.

Curriculum Team Evaluations
Cognitive Curriculum Team Evaluation 2017-18

Targets for improvement	KPI	Actions taken	Impact evaluation
To review and update the curriculum for ICT, Maths and Science each term on a regular termly cycle.	Medium term plans reviewed and developed through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term using resource assistant time/ curriculum team members. - Resource room organised by curriculum topic by resource assistant/curriculum team members	- Curriculum team have worked from the following terms' MTPs to produce example chooseitmaker activities. - Team have looked at medium term planning across Key Stages 3-5 including PMLD. - Team have looked at medium term planning template format & content requirements - Team have participated in updating ICT and Maths policies - Team have made inventory of science resources and organised and labelled the resources and storage for more efficient auditing, tracking and usage.	The team members have become more skilled at; - Making chooseitmakers. - Analysing MTPs to plan activities - Creating differentiated activities MTPs are starting to include increased resource information. They still lack pointers to assessment opportunities however. Teachers in and outside the team have been using Chooseitmaker more to produce cognitive activities for student learning. It continues to be difficult to efficiently organize resources in the resources room due to the lack of storage space which will hopefully be rectified in the new school.
To increase successful uptake of Cognitive homeworking activities across the school.	Data on which parents are currently supporting students with homeworking Termly Parent workshops for targeted parents groups.	Questionnaire was sent out twice and there was a limited response. There was not enough data to be more specific other than target all parents again. Parents' workshops were held at the end of the summer term for homeworking activities over the summer and at the beginning of the	It is clear that parents need regular reminders to keep up with the homeworking. Over 20 parents attended these events which means they understand the expectations of homeworking and are keen to support their children's learning. However, we must keep up the momentum. Parents explained that the format of

| | Resources for homeworking are produced and available for parents.

Maintain and update website homeworking section on a half termly basis. | autumn term for ideas for term.

Following the workshops lists were given to all teachers about what had been requested by the parents of students in their class. Also some teachers made an effort to speak to each parent individually to find out their homeworking needs.

There was a homeworking learning walk as part of the teacher inset for teachers to see some other resources. | the IEP is over complicated and they needed it simplifying. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version.
The list of recommended apps and websites to support homeworking has been updated and is in the process of being updated on the website.
The website homeworking section has been updated on a half termly basis to show a variety of curriculum team challenges, using video, photos and symbol support. |

Summary of how curriculum Team budget was spent

Expenditure	Items	Impact evaluation
Items have started to be ordered to tie in with upcoming MTPs. Teachers have also requested items to meet the needs of students in their class in cognitive skill areas.	Maths timers & clocks, ICT apps, computer switches, communication switches and symbol software and Science materials for experiments have been ordered and used by classes.	Resources have provided increased access to the curriculum. Resourcing is starting to be based more on the needs of specific students and groups, as well as to ensure access to the upcoming MTPs. A more thorough analysis of the resourcing needs of the cognitive curriculum is being undertaken in preparation to the move to the new school.

Creative Curriculum Team Evaluation 2017-18

Targets for improvement	KPI	Actions	Impact evaluation
To review and update the curriculum for PE, Art, Music each term on a regular termly cycle.	Medium term plans reviewed and developed through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term using resource assistant time/ curriculum team members. Resource room organised by curriculum topic by resource assistant/curriculum team members	- Curriculum team have worked from the following terms' MTPs to produce resources for those modules. - Team have looked at medium term planning across Key Stages 3-5. - Team have looked at medium term planning template format & content requirements - Team have organised resources in the resource room, gym and PE cupboard.	The team members have become more skilled at; - Making resources for lessons. - Analysing MTPs to plan activities - Creating differentiated activities MTPs are starting to include increased resource information. They still lack pointers to assessment opportunities. Teachers in and outside the team have been using more resources created by team. Feedback from teachers allows even better resources to be made. It continues to be difficult to efficiently organize resources in the resources room due to the lack of storage space which will hopefully be rectified in the new school.
To increase successful uptake of creative homeworking activities across the school.	Data on which parents are currently supporting students with homeworking Termly Parent workshops for targeted parents groups.	Questionnaire was sent out twice and there was a limited response. There was not enough data to be more specific other than target all parents again. Parents' workshops were held at the end of the summer term for homeworking activities over the summer and at the beginning of the	It is clear that parents need regular reminders to keep up with the homeworking. Over 20 parents attended these events which means they understand the expectations of homeworking and are keen to support their children's learning.

	Resources for homeworking are produced and available for parents.	autumn term for ideas for term. Following the workshops lists were given to all teachers about what had been requested by the parents of students in their class. Also some teachers made an effort to speak to each parent individually to find out their homeworking needs. There was a homeworking learning walk as part of the teacher inset for teachers to see some other resources.	However, we must keep up the momentum. Parents explained that the format of the IEP is over complicated and they needed it simplifying. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version. The list of recommended apps and websites to support homeworking has been updated and is in the process of being updated on the website. The website homeworking section has been updated on a half termly basis to show a variety of curriculum team challenges, using video, photos and symbol support.

Summary of how curriculum Team budget was spent

Expenditure	Items	Impact evaluation
£638	Sports, DT and Art consumables, Creative Arts Week resources	Resources have been purchased in order to deliver the new modules for Music, PE, Art and DT. Resources were also purchased for Creative Arts Week.

Independence Curriculum Team Evaluation 2017-18

Targets for improvement	KPI	Actions taken	Impact evaluation
To review and update the curriculum for Vocational, Life Skills and Food Technology each term on a regular termly cycle.	Medium term plans reviewed and developed through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term using resource assistant time/curriculum team members. Resource room organised by curriculum topic by resource assistant/curriculum team members	- Curriculum team have worked from the following terms' MTPs to produce example chooseitmaker activities. - Team have looked at medium term planning across Key Stages 3-5 including PMLD. - Team have looked at medium term planning template format & content requirements - Team have organised resources in the resource room.	The team members have become more skilled at; - Making chooseitmakers. - Analysing MTPs to plan activities - Creating differentiated activities MTPs are starting to include increased resource information. They still lack pointers to assessment opportunities. Teachers in and outside the team have been using Chooseitmaker more to produce relevant activities for student learning eg: identifying the relevant emotional response to a situation for PSHEC. It continues to be difficult to efficiently organize resources in the resources room due to the lack of storage space which will hopefully be rectified in the new school.
To increase successful uptake of independence homeworking activities across the school.	Data on which parents are currently supporting students with homeworking Termly Parent workshops for targeted parents groups.	Questionnaire was sent out twice and there was a limited response. There was not enough data to be more specific other than target all parents again. Parents' workshops were held at the end of the summer term for homeworking activities over the summer and at the beginning of the autumn term for ideas for term.	It is clear that parents need regular reminders to keep up with the homeworking. Over 20 parents attended these events which means they understand the expectations of homeworking and are keen to support their children's learning. However, we must keep up

| | Resources for homeworking are produced and available for parents. | Following the workshops lists were given to all teachers about what had been requested by the parents of students in their class. Also some teachers made an effort to speak to each parent individually to find out their homeworking needs.

There was a homeworking learning walk as part of the teacher inset for teachers to see some other resources. | the momentum.
Parents explained that the format of the IEP is over complicated and they needed it simplifying. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version.
The list of recommended apps and websites to support homeworking has been updated and is in the process of being updated on the website.
The website homeworking section has been updated on a half termly basis to show a variety of curriculum team challenges, using video, photos and symbol support. |

Summary of how curriculum Team budget was spent

Expenditure	Items	Impact evaluation
Food Tech Lessons	Food products for cooking	Students have cooked a range of meals including making their own lunch which aids their independence life skills and cooking skills.
Vocational Lessons	Various craft items for Make and Sell or Enterprise topics	Students have an understanding of money and buying and selling and making a profit and also improving fine motor skills making items.
Kitchen equipment	Small items such as a garlic press or plastic bowls	Essential items that were missing from the kitchen have helped students improve their skills.
Horticulture Lessons	Various items such as seeds, bulbs, soil, pots	Students understand the processes involved in a gardening and growing year and have experiences that may help them prepare for work
Lifeskills Lessons	Money for shopping or trips to cafes. Staff oyster cards	Students have an understanding of money and how to communicate in a community setting. Some travel training to promote independent travel.

Communication Team Evaluation 2017-18

Targets for improvement	KPI Key performance Indicators	Actions	Impact evaluation
To review and update the curriculum for English (all strands) and Humanities (including Geography, History and RE) each term on a regular termly cycle.	Medium term plans reviewed and developed through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term using resource assistant time/ curriculum team members. Resource room organised by curriculum topic by resource assistant/curriculum team members	The long term plan for Humanities has been re-written, ensuring that history, geography and religious education are covered equally throughout the school year. Medium term plans for English and Humanities are being reviewed and updated termly. The curriculum team have produced Handwriting Without Tears starter resources for all classes where this is delivered, and are in the process of creating themed sensory books related to English and Humanities topics. 'Handwriting' and 'Reading' learning walks took place as part of the teacher inset program. Shared resources folders for English and Humanities were set up but have not been particularly active.	The structure of the new long term plan means that history, geography and religious education are covered equally throughout the year, through specific topics, where previously there was expected to be an element of each strand involved in each topic. The Humanities curriculum is now more relevant and has a focus on functional skills embedded within medium term planning. Additionally, the long term plan has been designed so that students who remain in key stage classes into year ten of their education do not experience repetition of topics. Medium term plans and resources related to specific curriculum topics and sub-topics are available to teachers ahead of time, making planning more time efficient. Teachers were able to see examples of work taking place in other classes and gain inspiration from this, but need to be reminded about using the shared resources folders going forward, in order to be more time efficient and to establish collaborative practice.

		There are specific resource boxes related to topics where this is possible – for example for Humanities topic 'Religions of India', there are individual boxes for objects relating to Sikhism, Hinduism and Buddhism. These are organised in the resources room.	Resource boxes have been put together using items the school already had. We need continue to make and purchase new resources for upcoming topics. Specifically, dressing up clothes and props for the following topics: Royal Families, Normans/Romans/Vikings, Journeys (environmental props/objects). Some items are not appropriate for use by our students and need to be replaced.
		Following a teacher questionnaire, the 1:1 workroom is being used as a space for library books. Non-fiction books are organised and stored by curriculum area – this was more appropriate than organising by topic as most books were applicable to several topics within the curriculum area. Books which were in a state of disrepair or not deemed appropriate to the needs of Oaklands students were collected by a charity for recycling.	The library is now more organised, however it remains inaccessible to students due to the location of the books in the workroom, which is a small space being used most days for 1:1 work. It is largely stocked with non-fiction books. The library space in the new school building will bigger, it needs to be stocked with a wider range of books which are suitable for a range of needs, including one or more reading schemes appropriate for Oaklands students. We need to establish the practice of classes visiting the library to choose a reading book where this is appropriate; the library therefore needs to be accessible for student use.
To increase successful uptake of homeworking activities across the school.	Data on which parents are currently supporting students with homeworking	A Homeworking questionnaire was sent out twice and there was a limited response. There was not enough data to be more specific other than target all parents again.

Student IEPS have been updated to | It is clear that parents need regular reminders to keep up with the homeworking. |

		feature suggestions for homeworking activities related to specific termly targets. The school newsletter contains a communication challenge each half term. There was a homeworking learning walk as part of the teacher inset for teachers to see some other resources.	
	Termly Parent workshops for targeted parents groups.	Parents' workshops were held at the end of the summer term for homeworking activities over the summer and at the beginning of the autumn term for ideas for term.	Over 20 parents attended these events which means they understand the expectations of homeworking and are keen to support their children's learning. However, we must keep up the momentum.
	Resources for homeworking are produced and available for parents.	Following the workshops lists were given to all teachers about what had been requested by the parents of students in their class. Also some teachers made an effort to speak to each parent individually to find out their homeworking needs. Physical resources have been produced and sent home by class teams where appropriate.	Parents explained that the format of the IEP is over complicated and they needed it simplifying. This led to a template for homeworking but this needs to be used by everyone to ensure all parents have the simplified version.
To continue to collect evidence from communication audit and target parents for communication workshops.	Up to date spread sheet reflecting students main communication methods used both within home and at school. Termly parent workshops for targeted parent groups.	A communication audit was carried out through surveys sent to class teachers and parents, which asked them to identify the one mode of communication most commonly used by the student at school or at home respectively. There were 31 cases where we received responses from both school and home. For 21 of these students, the communication method identified by the teacher was consistent with that identified by the parent. There were 13 cases where	We were able to use data obtained from roughly a third of questionnaires sent out. This needs to be repeated yearly in the Autumn term to account for changes in students' communication and so that we can collect information on students who are new to the school. We were able to target some identified parents through homeworking, but it is clear that we need to do more to support parents

<table>
<tr><td></td><td></td><td>there were inconsistencies between school and home; 4 of these because parents may not have understood the question. There were 9 cases in which a different main method of communication was identified by the teacher to that identified by the parent. These were predominantly (7/9) students within the Autism department who were using a visual mode of communication such as PECS at school, but communicating through signs or gestures at home. Some of these parents were targeted through homeworking provided by the class teacher.

A parent event was held, focusing on communication strategies for students working at levels P1-P3.</td><td>whose children use visual forms of communication such as PECs, in order to achieve consistency between school and home across a wider range of students. In order to do this, we need to hold regular parent workshops focusing on the use of visual communication systems such as PECS.</td></tr>
</table>

Summary of how curriculum Team budget was spent

Expenditure	Items	Impact evaluation
Awaiting confirmation	Latch boxes, switches, switch toys	Used to develop students' understanding of cause and effect.
Awaiting confirmation	Handwriting without Tears resources	Some items were used to facilitate HWT program in new A department class group. Other items were distributed for use around the school.

To implement successful relocation to new Site

To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school

To develop primary provision from so that the curriculum is prepared for delivery from September 2018

Oaklands School
Core Objectives
2018-19

To increase analysis of pupil progress so that it is the basis for curriculum development

Increase communications so that everyone is fully informed as our school grows and relocates

To work with families and the wider community to increase educational opportunities for our pupils.

Core Targets for 2018-19

Targets for improvement	What we will do to achieve it	KPI	Target date	Who?	budget
To implement successful relocation to new Site	Health and safety assessments and systems to be operational.	Building risk assessments in place for classroom, and sports areas.	End May 2018	WA/AH's	
		Specialist room risk assessments in place	End July 2018	Middle leaders	
		Emergency plans in place including fire evacuation and lockdown, assist call systems operational.	June 2018	AC/NK	
		Staff training and drills have been carried out (using 2 INSET days as planned)	June 2018	NT	
		Access systems in place, with all staff in receipt of appropriate cards.	September 2018	NK	
	Staff recruitment in place in line with expansion.	Recruitment timetable in place in line with staff department and age preferences	January 2018	AC	
		Class lists with staffing available	End May 2018	AC	
		Staggered new staff start dates where possible.	From February 2018	AC	£45,000 in staff calculator (subsequent reduction in supply budget)
		For induction and staff development see actions under leadership			

	Establish school in the community in its new location	Hold open events for local residents	May/June 2018	AC/DC/ WA	Refreshments for open events. £500 in hospitality budget
		Hold recruitment open event	April 2018	AC/LB	
		Hold tour events for new families	April 2018	NC	
	Prepare pupils for school move so that they feel confident	All pupils to make visits to the new site during their outings	June-July 2018	NC	
		School sports day to be held at new school/site tours for families	May 2018	NC/JM	
		Pupils have opportunity to swim in new school during summer term	June-July 2018	NC	
		Transition day takes place in new school	July 2018	NC	
Launch communication systems in the new building which ensure that everyone is fully informed and supported		Introduce departmental daily briefing (5 minutes) at start of each day.	September 2018	HOS	
		Review meetings schedule ahead of school move	September 2018	HOS/AC	
		Increase use of staff emails so that meeting minutes are e mailed weekly.	Feb 2018	RK	
		Introduce a termly staff newsletter to contain HR/wellbeing/fundraising news	April 2018	LB	
		Introduce staff notice boards in each zone in the new building to be updated throughout week	September 2018	Asst Heads	

		Use of text service for deadlines for work tasks e.g. target tracking	April 2018	NC/HOS	
		Wellbeing group meeting half termly and arranging regular events at least termly	April 2018	LB	
		Staff wellbeing policy developed	July 2018	LB	
To develop leadership skills across all levels of staff to maintain the quality of classroom practice in our growing school	New staff have quality induction programme during their first term in post.	Full induction programme to be delivered every term for coming years during expansion phase	From April 2018	NT	
		Identify staff able to deliver induction training. Staff to attend summer induction sessions	April 2018	SLT	
		Introduce shadow training so that quality is assured/all trainers are observed delivery training	May/June 2018	SLT	
	Design and implement mentoring framework	Carry out investigation with existing staff of the nature of mentoring needs of new staff.	March 2018	AC/NT	
		Design mentoring framework	May 2018	NT	
		Identify mentors for September 2018	June 2018	NT	
		Training for mentors has taken place	June 2018	NT	
		Mentor supervision in place	October 2018	NC (new oaks) HOS (high oaks)	
		Evaluation of mentoring	Feb 2019	AC	

Establish regular cycle of peer observations including all levels of staff, linked to appraisal system	All staff to have an opportunity to observe a peer on an annual cycle	Feb 2019	AH's	
	Focus on peer observation is identified during support and development meeting	April 2018	AH's	
	Observation sheet is produced for observers to complete which identifies what has been learned and is then discussed in next support and development meeting	April 2018	MH	
	Appraisal policy is updated to reflect development of practice	October 2018	NT	All teachers with UPS are middle leaders (already in staffing calculator)
Include increased opportunities to observe classroom practice for newly appointed staff and apprentices	Include peer observation in probationary process	October 2018	AH's	
Bespoke training package for each department in school.	Training package/record in place	End March 2018	NT/AH's	L16 salary already in staff calculator
	Individual staff training records completed	May 2018	NT/LB	
	INSET training plan reflects cycle of training in line with needs	June 2018	NT	
Extend sharing good practice sessions to all staff	Sharing good practice sessions available to all staff.	September 2018	NT	
Develop middle leadership tier in line	New middle leader role to be established in PMLD practice, and in EYFS	End June 2018	AC	

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	with expanded school	New middle leaders have access to appropriate ML training	Dec 2018	NT	
		Forge subject support groups with partnership schools/other local specials?	Dec 2018	AC	
	Senior Leadership structure and job descriptions reviewed in line with school expansion	New structure in SDP Head of School appointed	February 2018	AC/NC	
		Changes to JDs and responsibility for development activities made	September 2018	AC/NC	
	Establish Head of School Role in new school	Head of School recruitment	Feb 2018	AC	
		Head of School induction carried out	September 2018	NC	
		Head of School undertaking all aspects of job description in High Oaks	Dec 2018	HOS	
To increase analysis of pupil progress so that it is the basis for curriculum development	Further Develop use of SOLAR	Evaluate SOLAR recording with teachers to identify potential further uses.	June 2018	MS	
	Evaluate SOLAR recording with teachers to identify potential further uses.	Develop a WOW area on SOLAR for unplanned progress.	July 2018	MS	
		Develop EYFS area on SOLAR	July 2018	MS	
		Investigate means of recording progress in behavior	December 2018	MS	
	Ongoing training for support staff	Additional SOLAR training for support staff	Dec 2018	NT/MS	Cover implications from supply budget
	Analysis of pupil progress is used to evaluate medium and long term	Curriculum review day to explore strategies with SLT & ML	May 2018	NC	

	curriculum development	Process for termly review of IEP progress established as basis for review of medium term plans	September 2018	ML	
To work with families and the wider community to increase educational opportunities for our pupils.	Make increased use of the school website to highlight homework for all groups of pupils.	Create a dedicated homework area on the website	April 2018	MS	
		Produce "a parent's guide to homework"	July 2018	ML's	
		Design permanent resources for fun and functional activities to do at home	From April	ML's	
		Introduce a simple evidence sheet for parents to complete to report on work done at home.	April 2018	ML's	
	Monitor effectiveness of homework.	Compare progress made by those pupils whose parents attended homework events, and those who did not.	July 2018	ML's with MS	
	Increase awareness of school processes regarding pupil concerns.	Use staff meeting time to highlight PCC monitoring systems.	April 2018	AC	
	Raise awareness of Gresham Road community about the work of the school	Newsletter for residents, including an invitation to open event.	April 2018	AC	
		Develop contacts within local residents for shopping/gardening/dog walking vocational opportunities.	June/July 2018	DC	
		Advertise community use of café	September 2018	DC/WA	
Develop primary provision from 2018	Admissions process is successful; two class groups established.	Attendance of appropriate panels.	Feb & march 2018	AC	

		Pupil applications assessed and places offered.	From March 2017	AC	
		Home/previous placement visits carried out.	June 2018	AC/NC	
		Welcome event for primary families.	June 2018	NC	
	EYFS curriculum ready for delivery	Curriculum development team identified.	April 2018	AC/NC	
		Curriculum development event held. Long and medium term plans in place for minimum first year.	July 2018	AC/NC	
		Recruitment of senior teacher, teacher appointed.	May 2018		Already in staff calculator
		Identified class bases resources for primary children.	June 2018	AC/NC	
		Resources matched to initial curriculum themes.	September 2018	AC/NC	£8000 in curriculum budgets
		Baseline assessments of primary pupils/priorities meetings held.	End October 2018	AC/NC	
		Moderation of EYFS in place (with Linden Bennett?)	Dec 2018	NC	

Departmental Targets 2018-19

Complex Needs Department Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To embed the new curriculum and assent tools within the new school building and expand to all PMLD classes.	Train all new staff in the delivery of Oakland Sensory Curriculum	September 2018	Students will be receiving a high quality education from confident and competent staff in which they are able to access learning according to their individual need. Students will have access to appropriate resources.	£2000
	Train all new staff in the use of the Oaklands Sensory Assessment tool and how to use SOLAR	By Autumn half term	Staff will be able to log on and complete assessments with guidance from the class teacher. They will be able to access next steps for learning.	
	Ensure all staff are able to use equipment in the black out and main sensory rooms.	September 2018	Students will be able to access the rooms effectively within their day to day education as a tool to support their learning	£500
	Train staff in the safe use of the hydro therapy pool and receive training from Physiotherapists in how best to support general and planned hydrotherapy programs.	September 2018	Students will be able to safely access the hydrotherapy pool and staff will be confident in facilitating hydrotherapy/ swimming sessions.	

	Ensure all classes are fully resourced so that all student are able to access learning suitable to their needs and that their personal care needs can be met effectively	Fully completed by December 2018	Students will have access to resources to support the development of their senses, physical development, their understanding of cause and effect and the development of their communication and independence skills.	£3000
	Ensure that the Eye Gaze is used effectively within each room to support the development of communication.	Feb 2019	Staff will be trained and confident in using the Eye Gaze and they will be able to make programs for the students. We will have access to the Eye Gaze software on the help kidz learn website	£800 for 15 students profiles for 1 year

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Sixth Form Department Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To make a successful transition to the new school building, ensuring the Sixth Form Department is established, a varied curriculum is in place and learners make outstanding progress.	Ensure that all classes and areas are fully set up and resourced so that learners can access quality learning experiences according to their need	Fully completed by December 2018	All areas will be resourced and running efficiently and effectively and students are making progress.	£3000
To develop a new 6th Form curriculum to include Functional Skills, Life Skills and Vocational Courses as well as other curriculum areas, to provide a progression route to College courses.	Long term and medium term plans will be developed to provide new curriculum opportunities Staff will be trained to deliver functional skill, vocational and life skills courses.	Fully completed by February 2019	Sixth Form Curriculum will be established. Plans will be in place in all areas and staff will be able to deliver high quality teaching, ensuring students are meeting or exceeding targets and making progress.	

Autism Department Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To ensure a smooth and successful transition to the new school building. So students continue to make outstanding progress.	Transition plan in place for visits to the new school and use of facilities during Spring term 2018	Fully completed by Dec 2018	Transition plan in place for students within the department.	
All classrooms set up and equipped ready for September	Ensure that all classes and areas are fully set up and resourced so that learners can access quality learning experiences according to their need	September2018	All areas will be resourced and running efficiently and effectively and students are making progress.	
Cygnets Programme is established as part of department practice	Cygnets course will run for the first time in Summer 2018, and again offered to new parents Autumn/Spring 2018/9	December 2108	Course runs and is attended Parent feedback is received and used in running the second cohort.	

Curriculum Team Targets 2018-19
Creative Curriculum Team Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To continue to review and update the curriculum for Art, DT, Music and PE each term on a regular termly cycle. Middle leaders to evaluate the impact of medium term planning	Work a term ahead to make sure all resources and plans are updated for staff Middle leaders will quality assure a sample of target progress sheets from within their curriculum areas on a termly basis – comparing progress recorded on target sheets to evidence recorded on SOLAR (subject specific targets) or to termly IEP evaluations. Middle leaders will carry out learning walks within their curriculum areas Middle leaders will feed back to teachers based on above actions and discuss next steps for MTP and module planning.	February 2019	Continue Medium term plans review and development through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term by curriculum team members. Resource room organised by curriculum topic by curriculum team members Progress sheets reviewed termly Termly learning walks carried out by middle leaders Middle leaders will give a termly feedback session to subject coordinators/teachers Examples of quality assurance	TBC
Resources and equipment for the new school	MTP related resources for the autumn term 2018 at the new school will be in place Audits of current creative curriculum resources will be completed	February 2019	Resources will provide increased access to the curriculum in the new school Resources will be efficiently organised, stored, accessed and maintained at the new school	£6000

| | Audit of resource needs for the cognitive curriculum areas (Art, DT, Music and PE) at the new school will be completed

Order of prioritised items from the resource needs cognitive curriculum Audit will be in place | | | |
|---|---|---|---|---|

Independence Curriculum Team Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To continue to review and update the curriculum for Vocational, Food Technology and PSHEC each term on a regular termly cycle. Middle leaders to evaluate the impact of medium term planning	Work a term ahead to make sure all resources and plans are updated for staff Middle leaders will quality assure a sample of target progress sheets from within their curriculum areas on a termly basis – comparing progress recorded on target sheets to evidence recorded on SOLAR (subject specific targets) or to termly IEP evaluations. Middle leaders will carry out learning walks within their curriculum areas Middle leaders will feed back to teachers based on above actions and discuss next steps for MTP and module planning.	February 2019	Continue Medium term plans review and development through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term by curriculum team members. Resource room organised by curriculum topic by curriculum team members Progress sheets reviewed termly Termly learning walks carried out by middle leaders Middle leaders will give a termly feedback session to subject coordinators/teachers Examples of quality assurance	
To continue to increase successful uptake of homeworking activities across the school.	Termly Parent workshops for targeted parents groups. Continue to ensure homeworking resources are produced and available for parents. Produce a simplified template for Homeworking targets for use across the school	February 2019	Termly Parent workshops for targeted parents groups. Resources are produced and available for parents. Website and newsletter will contain half termly challenges. Homeworking targets in home school books.	

			Information on the number of homeworking resources produced each term.	
	A column to be added to resources assistant's book which teachers will tick to indicate if the resource is for homeworking. Termly review of this by middle leaders.			
Resources and equipment for the new school	MTP related resources for the autumn term 2018 at the new school will be in place

Audits of current curriculum resources will be completed

Audit of resource needs for the independence curriculum areas at the new school will be completed

Order of prioritised items from the resource needs cognitive curriculum Audit will be in place | February 2019 | Resources will provide increased access to the curriculum in the new school.

Resources will be efficiently organised, stored, accessed and maintained at the new school. | £6000 |

Cognitive Curriculum Team Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
To continue to review and update the curriculum for ICT, Maths and Science each term on a regular termly cycle. Middle leaders to evaluate the impact of medium term planning.	Work a term ahead to make sure all resources and plans are updated for staff. Middle leaders will quality assure a sample of target progress sheets from within their curriculum areas on a termly basis – comparing progress recorded on target sheets to evidence recorded on SOLAR (subject specific targets) or to termly IEP evaluations. Middle leaders will carry out learning walks within their curriculum areas. Middle leaders will feed back to teachers based on above actions and discuss next steps for MTP and module planning.	February 2019	Continue Medium term plans review and development through a regular termly cycle. Reviewed MTPs to include increased resource information. Curriculum resources prepared in previous term by curriculum team members. Resource room organised by curriculum topic by curriculum team members. Progress sheets reviewed termly. Termly learning walks carried out by middle leaders. Middle leaders will give a termly feedback session to subject coordinators/teachers. Examples of quality assurance.	£6000
To continue to increase successful uptake of homeworking activities across the school.	Termly Parent workshops for targeted parents groups. Continue to ensure homeworking resources are produced and available for parents. Produce a simplified template for Homeworking targets for use across the school.	February 2019	Termly Parent workshops for targeted parents groups. Resources are produced and available for parents. Website and newsletter will contain half termly challenges. Homeworking targets in home school books.	

			Information on the number of homeworking resources produced each term.	
	A column to be added to resources assistant's book which teachers will tick to indicate if the resource is for homeworking. Termly review of this by middle leaders.			
Resources and equipment for the new school.	MTP related resources for the autumn term 2018 at the new school will be in place. Audits of current cognitive curriculum resources will be completed. Audit of resource needs for the cognitive curriculum areas (Maths, ICT, Science) at the new school will be completed. Order of prioritised items from the resource needs of the cognitive curriculum. Audit will be in place.	February 2019	Resources will provide increased access to the curriculum in the new school. Resources will be efficiently organised, stored, accessed and maintained at the new school	

Communication Team Targets 2018-19

Targets for improvement	What we will do to achieve it	Target date	KPI	budget
Middle leaders to evaluate the impact of medium term planning.	Middle leaders will quality assure a sample of target progress sheets from within their curriculum areas on a termly basis – comparing progress recorded on target sheets to evidence recorded on SOLAR (subject specific targets) or to termly IEP evaluations. Middle leaders will carry out learning walks within their curriculum areas Middle leaders will feed back to teachers based on above actions and discuss next steps for MTP and module planning.	From April 2018 From April 2018 From April 2018	Progress sheets reviewed termly. Termly learning walks carried out by middle leaders. Middle leaders will give a termly feedback session to subject coordinators/teachers. Examples of quality assurance.	
To continue to increase successful uptake of communication homeworking activities across the school.	Termly Parent workshops for targeted parents groups. Continue to ensure homeworking resources are produced and available for parents. Produce a simplified template for Homeworking targets for use across the school. A column to be added to resources assistant's book which teachers will tick to indicate if the resource	From April 2018 Ongoing April 2018 From April 2018	Termly Parent workshops for targeted parents groups. Resources are produced and available for parents. Website and newsletter will contain half termly challenges. Homeworking targets in home school books. Information on the number of homeworking resources produced each term.	Use of curriculum team staff/resources assistant.

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	is for homeworking. Termly review of this by middle leaders.			
	Communication team to conduct a home/school communication audit during the summer term to include students that joined the school in September 2017, and again at the beginning of the 2018/2019 academic year. It will then be repeated yearly. Targeted parent events to be held based on the information gathered.	From April 2018	Up to date spread sheet reflecting students main communication methods used both within home and at school. Termly parent workshops for targeted parent groups.	Use of curriculum team staff Classroom cover
To continue to review and update the curriculum and resourcing for English and Humanities, with a specific focus on the English long term plan, and on identifying appropriate phonics programmes and reading schemes for use across a range of needs.	English long term plan to be reviewed. Evaluation of whether separate long term and medium term plans are required for some or all strands of English.	By July 2018		
	Medium term plans for English and Humanities to be reviewed and updated on a termly cycle.	Ongoing	Long term plans Medium term plans reviewed and developed through a regular termly cycle.	
	Resources to be created/purchased for Humanities, specifically for the following under-resourced modules: Royal Families Romans, Vikings and Normans Journeys. Unsuitable/broken props to be audited and replaced	From April 2018		Use of curriculum team staff Communication budget
	Inventory of current HWT resources to be taken. Additional Handwriting Without Tears resources to be purchased and distributed in September.	From April 2018		Communication budget
	LM and RP to research phonics and			

	reading schemes, including visits to other schools to observe phonics and reading schemes across a range of needs. Identified programs to be trialed with targeted student groups.	From April 2018		Classroom cover @ £200 per day e.g. 4 days in supply budget
To establish a stocked and functional library within the new school building, which is accessible to and maintained by students.	Survey to be carried out to gain an idea of what different class groups/teachers need from the library, including consultation on an organisational/cataloguing system.	Summer term 2018	Information obtained on the requirements of the library for use across a range of needs.	
	Library to be stocked with a range of books suitable for the students who will be accessing it, including non-fiction books related to curriculum topics and reading schemes for use by class teachers. Some books to be adapted by curriculum team to suit different needs (e.g. from text to symbols) on a trial basis.	From April 2018	Well-stocked and organised library which is available for use by class groups. Where this is a realistic outcome, students will be able to locate books in the library with minimal support.	Curriculum team budget. Curriculum team staff extra hour.
	An appropriate organisational/cataloguing system which is accessible to students to be created ahead of school move and put into place in September. Liaison with job coaches to discuss library maintenance as a work experience opportunity.	To be researched from April 2018	The library will be kept tidy and well organised by students on work experience placements.	