

CHADSGROVE SCHOOL

Key Principles of our Vision

Chadsgrove Song...

*Chadsgrove's a community
We all achieve success
Chadsgrove's a community
We all achieve success
Working hard and having fun
That's what we do best!
That's what we do best!*

*Happy faces, lots of laughter
Talking, signing; communicate
Walking, rolling, side by side
Our differences, we celebrate*

*Targeting independence
We can fly. Feeling free
Skills for life. Confidence
Be the best that we can be*

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Our School Values...



‘Strengthening our Community through Excellence in Education’

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SCHOOL AIMS

Achievement and Standards

- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence

Technology and Innovation

- To maximise the use of technology within school in order to improve learning outcomes for pupils

Professional Development and Research

- To enable all staff to fulfil their roles as effectively as possible by accessing relevant and appropriate training
- To promote the use of research in order to develop staff expertise and maximise learning opportunities for the pupils and young people at Chadsgrove

Teaching School

- To provide a range of professional development and support services in education, to ensure the best possible outcomes for children and young people

Quality of Provision

- To provide a welcoming and stimulating learning environment which promotes effective learning and enables pupils to experience a sense of enjoyment and achievement

Specialist Provision

- To use specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence

Outreach/School to School Support Services

- To provide appropriate levels of support for pupils with physical disabilities, their parent carers and school staff to achieve successful, inclusive education
- To offer advice, training and equipment, to help maintain access to a full curriculum
- To assist with all aspects of planning and implementing access for pupils with limited mobility, including building modifications
- To provide school to school support on request (in addition to WCC PD Outreach Service) for children with SEND in both mainstream and specialist settings

Families

- To liaise with and support parent carers and families as essential partners of the school

Community

- To foster the positive mental health and social, emotional and moral development of all pupils, thus enabling them to take their place in society as a mature and responsible adult
- To promote the school's involvement in the community
- To maintain effective co-operation and communication with the school's trans-disciplinary team
- To prioritise the mental well-being of staff across the school and within our extended services

We will strive to ensure our pupils will:

- Be safe, healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

School Areas of Focus

Quality of Education

- Continue to ensure progression throughout the curriculum is sequenced and coherent in order that all learner's needs are met
- Continue to develop a reading culture at Chadsgrove so that every child has a love and passion for reading
- Continue to embed monitoring and moderation strategies in order to ensure that judgements are accurate and the curriculum is challenging and supports all pupils

Leadership and Management

- Embed policy and best practice in order to ensure that we deliver an outstanding Chadsgrove curriculum which meets the needs of all our learners
- To continue to focus on staff mental health issues according to the audit priorities

Behaviour and Attitudes

- Continue to seek views of staff/families/pupils in order to ensure that we support every stakeholder, all needs are addressed and give best possible outcomes

Personal Development

- Further develop ways to capture the development of 'soft skills' in order to ensure that we encapsulate the progress of pupils
- To further promote opportunities to develop employability skills

**Quality of
Education**

Continue to ensure progression throughout the curriculum is sequenced and coherent in order that all learner's needs are met

Target	Impact (July 2020)
1. Review 'Action Plan for Curriculum Development', in the light of any updates in the previous year - revise curriculum priorities if necessary	
2. Attend curriculum in special schools training in line with the new Ofsted Framework	
3. Review the 'Governor's Curriculum Statement' and related materials such as pathways synopsis to reflect new curriculum pathways across school	
4. Lead staff meetings on 'Curriculum' - Terminology and Long Term Plans (LTPs)	
5. Implement new LTP for PMLD, RE, PSHE, D and T, ICT and RSE	
6. Revise English LTP for all Key Stages (Semi-Formal and Formal Pathways)	
7. Embed engagement scales into reporting procedures	
8. Consider how best to address prevent/radicalisation in curriculum	

Quality of Education

Target	Impact (July 2020)
1. Update and revise 'Reading and Phonics' Policy	
2. English Governor to meet with new core Literacy Team in Autumn term 2019	
3. Purchase new 'Phonics Led' guided reading sets and use as guided reading books and further Literacy texts linked to the curriculum	
4. Hold a Scholastic Book Fair and celebrate 'Book Week'	
5. Celebrate 'Bookbuzz' for KS3 pupils and National Poetry Day (October 2019)	
6. Host Reading INSET 5.9.19 and 14.11.19 for all staff – led by Mark Loveday	
7. Core Literacy Team to deliver staff training on Reading and Phonics teaching at Chadsgrove 2.9.19	
8. Introduce 'Reading Buddies' paired reading programme	
9. Conduct Learning Walks to check reading records and reading environments	
10. Ensure that there is a consistent approach to reading records	
11. All Teachers to complete at least one peer observation based on performance management targets	

Continue to embed monitoring and moderation strategies in order to ensure that judgements are accurate and the curriculum is challenging and supports all pupils

Target	Impact (July 2020)
1. Embed monitoring and moderation strategies in order to ensure that judgements made within the 'Routes for Learning' framework are accurate and then share exemplary practice across the school	
2. Monitor planning and recording of RE lessons	
3. Create a system for recording the impact of all interventions across school	
4. Internal Maths moderation to take place (October 2019)	
5. To share findings of SOLAR moderation in English with SLT with a view to developing a new system of moderation using SOLAR	
6. Begin to implement curriculum moderation using SOLAR for relevant groups of pupils	
7. Use SOLAR moderation sheets to moderate work with another special school	
8. Refine our tracking systems in pupils' books to better demonstrate progress using 'Learning Ladders'	
9. Review Marking Policy	
10. PMLD Leader to work with Intensive Interaction Institute to develop framework for assessment of outcomes for pupils and to undertake some in-depth case studies	

Embed policy and best practice in order to ensure that we deliver an outstanding Chadsgrove curriculum which meets the needs of all our learners

**Leadership
and
Management**

Target	Impact (July 2020)
1. Review Literacy/English, Maths, Reading and Phonics policies	
2. Extend the Chadsgrove P Scales on SOLAR to include ICT/Computing	
3. Review and purchase as needed additional technologies in the curriculum e.g. virtual reality	
4. Purchase additional iPads for individual pupils to support communication and recording	
5. New PMLD lead to complete intensive interaction Good Practice training (pending funding)	
6. Maths lead to observe Maths being taught in other outstanding Special Schools	
7. Complete re-accreditation for the ICT Mark and the 360 audit	
8. PMLD Lead to organize TaSSeLs training for appropriate staff	
9. Plan an INSET day on 'communication using ICT'	
10. Further develop training opportunities for Drawing and Talking Lead	
11. Develop a child friendly Safeguarding Policy	
12. Deliver further CSE training (February 2020)	
13. Complete the anti-bullying charter audit	
14. Staff to visit Highfurlong School to learn about developing a new enterprise scheme	
15. Develop new work experience placements with local companies	
16. Embed the use of 'Go Pros' and link these to the VR headsets	
17. Purchase 3 'Google Minis' to be used across school	
18. Purchase smart plugs for 'Google Minis' for environmental control	

To continue to focus on staff mental health issues according to the audit priorities

Target	Impact (July 2020)
1. INSET Twilights for all staff to focus on staff wellbeing 10.10.19, 24.10.19	
2. Seek staff views through a questionnaire	
3. Identify areas for development on the staff well-being/mental health surveys and share successes	
4. Share outcomes of staff questionnaire with all staff and consider ways to address any issues raised	

**Leadership
and
Management**

Continue to seek views of staff/families/pupils in order to ensure that we support every stakeholder and give best possible outcomes

Target	Impact (July 2020)
1. Host the 'Life Beyond School' event	
2. Send questionnaires out to all pupils and seek to address any issues raised	
3. Decide on a way to capture pupil voice before Child in Need/LAC/Core Group meetings	
4. Families to complete questionnaire	
5. Feedback results of families questionnaire on our website and any necessary actions taken	
6. To investigate new ways of communicating to families	

**Behaviour
and
Attitudes**

Further develop ways to capture the development of 'soft skills' in order to ensure that we encapsulate the progress of pupils

Target	Impact (July 2020)
1. Introduce 'Skills Builder' (soft skills assessment tool) into 2 classes in Upper School and review the impact with a view to other classes accessing this system	
2. 'Science Club' Options group to work towards the British Science Association Superstar CREST award (completing 8 different experiments and developing their scientific skills alongside developing soft skills such as communication, team work etc)	
3. Hold a whole school RSE/Wellbeing Curriculum day	
4. Duke of Edinburgh – Whole school to participate on a mini expedition around the Catshill area	
5. To purchase a skills and reward scheme to support Forest School activities for all pupils – begin implementation into lessons (Digital Badge it)	

To further promote opportunities to develop employability skills

Target	Impact (July 2020)
1. Investigate the role of a 'Job Coach' and pursue any funding streams available	
2. Host 3 career days – 29.6.20, 30.6.20 and 1.7.20	
3. Staff to visit Highfurlong School to learn about developing a new enterprise scheme	
4. Link with Heart of Worcestershire College (HOW) to promote independent living skills in our pupils	
5. To develop links with local community businesses with a view to extending our work experience placements and encounters for our pupils	
6. Investigate internship opportunities	
7. Review provision for pupils at Post 16 transition (non-school based e.g. FE college) outside of Chadsgrove	
8. Create information board for work experience, work related learning and learner destinations	
9. Develop new work experience placements with local companies	

**Personal
Development**