



Chadsgrove

School Development Plan 2018-2020



Strengthening our Community through Excellence in Education



National Teaching School
designated by



National College for
Teaching & Leadership



‘Strengthening our Community through Excellence in Education’

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SCHOOL AIMS

Achievements 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 pleasant 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

- To provide appropriate levels of support for pupils with physical disabilities, their parents/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 SEN in both mainstream and special school settings

Families

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

Community

- To foster the pupil's social, emotional and moral development, thus enabling him/her 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

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

REVIEW OF PROGRESS – KEY PRIORITIES FOR DEVELOPMENT 2017 – 2018
This is a summary of the year 2017-2018
CORE FOCUS: MENTAL HEALTH

Key Areas for Development 2017–2018	Outcome / Impact
Achievement and Standards	
External Educational Consultant Frank Price engaged to spend a day in school to focus on how effectively the school meets the needs of 'more able' pupils 12.10.17	<ul style="list-style-type: none"> Report advised that the developments in PE and Maths were disseminated throughout the school which took place in June 2018 through staff meetings, as a result all staff feel more confident meeting the needs of children identified as 'more able'
Vision for 'more able' pupil to be shared at staff meeting 28.9.17 following staff meetings last year	<ul style="list-style-type: none"> Assistant HeadTeachers shared during staff meeting allowing staff to have a greater understanding of what a 'more able' pupil could achieve
<i>Track the progress of more able vulnerable children and more able children in core subjects</i>	<ul style="list-style-type: none"> <i>All pupils have been tracked, summary to be produced</i>
Teachers to complete identification and strategy documentation for all children identified as uniquely talented/more able	<ul style="list-style-type: none"> All paperwork completed and reviewed on a regular basis and a record of our 'more able' pupils is in place to assist planning and teaching
Lexia paper based resources will be used as extended homework packs in 11US, 12US, 15US and 13US	<ul style="list-style-type: none"> Lexia resources now available on the server. These have been used throughout the year as homework packs for all pupils in 11US, some in 12US and 15US and 1 in 13US. These tend to be the same Lexia level or higher to help pupils make good progress when using the software at home. Many pupils are now also using Lexia software at home also which is enhancing pupil progress
<i>Celebrate achievement in assemblies at the end of each term</i>	<ul style="list-style-type: none"> <i>Lower School celebrate on a weekly basis and Upper School celebrate on a termly basis and pupils feel that their efforts are being recognised</i>
Lesson observations to focus on Literacy across the school	<ul style="list-style-type: none"> Completed October 2017 – 94% of lessons were outstanding
Staff to start using Phonics assessment resources and recording sheets devised last term	<ul style="list-style-type: none"> Phonics assessment resources purchased in Lower School and recording sheets being used. Lower School Teachers report that using the new assessment resources allows them to track and show pupil progress. These assessments show that pupil progress is good.
Deputy Head Teacher to track and report back on data for children on Free School Meals and in receipt of Pupil Premium in relation to Literacy	<ul style="list-style-type: none"> Pupils in receipt free school meals performed equally as well as other pupils in school. They performed least well in Expressive Language and Reading. They performed best in best in Literacy and Writing. Pupils in receipt of pupil premium performed slightly better than their peers with 83% achieving or exceeding their targets compared to 78% of other pupils.

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Key Areas for Development 2017–2018	Outcome / Impact
Deliver Functional English Skills course with some pupils attempting Level 1 exam papers	<ul style="list-style-type: none"> This course is now ready for delivery 2018-2019 and it is estimated that one pupil will attempt Level 1.
Purchase Literacy resources such as 'high interest/low ability' reading books with Pupil Premium funding to support pupils with SpLD who are identified as part of the Pupil Premium Strategy	<ul style="list-style-type: none"> Over £260 worth of 'high interest/low ability' reading books purchased and used in her reading intervention groups since September 2017
Baseline all pupils in all available subjects on SOLAR	<ul style="list-style-type: none"> Complete. Teachers are confident and competent to use SOLAR and pupil records are up to date and accurate
Continue to develop the spreadsheet that is being used to track the progress of pupils across school	<ul style="list-style-type: none"> Complete and being used by all Teachers to input their data from SOLAR. Teachers ability to do this quickly and easily has significantly improved over the year
<i>Host Positive Mental Wealth Day for pupils 18.12.17</i>	<ul style="list-style-type: none"> <i>This became the 'Disney Fun Day' due to snow closure – all pupils valued the day and being together</i>
Host a 'Mad Science' assembly 11.9.17	<ul style="list-style-type: none"> Completed and all pupils aware of how Science can be engaging and fun and a Science Club was set up following the assembly
Set up an after-school Science Club	<ul style="list-style-type: none"> Science Club was held for 6 weeks and pupils reviewed this as 'an exciting club where we learnt lots of new things'
<ul style="list-style-type: none"> Continue work on improving standards in reading through the development of phonics groups, SpLD interventions and resourcing 	<ul style="list-style-type: none"> Differentiated phonics groups taken place in 5LS/ 6LS as well within whole classes in Lower School Basic Literacy/Phonics intervention support groups are taking place in Upper school with classes 9US/11US. These interventions groups have included activities such as Phonics phase 2 and 3 (and phase 5 for most able), guided reading, 1:1 reading, Speed Up handwriting, spellings work, and Comprehension incorporating P.E.E. Timetabled SpLD interventions sessions for 4 targeted pupils working on improving their basic Literacy and Numeracy Skills. The end of year reports for these 4 pupils reflected their improved confidence, and referenced progress in their literacy skills New 'High interest/Low ability' reading books purchased and being used in SpLD support sessions. New ORT reading books purchased. Also, Pie Corbett's 'reading spine' sets of children's books (from Reception to Yr4) have been purchased with Scholastic Book Fairs commission to support the Teaching and Learning with Literacy lessons. Pupils engagement levels with the new resources are high
Review documentation and impact of strategies for all children identified as uniquely talented/more able	<ul style="list-style-type: none"> All staff have documentation which is reviewed on a regular basis in Teachers' staff meetings to ensure continuity of strategies across school
Host a 'Chadsgrove Got Talent' event	<ul style="list-style-type: none"> Circus Showcase developed by 8LS in conjunction with 'Circus Mash' One pupil identified as talented in gymnastics and now attends an out of school local club
Review progress of all pupils in English and put in any necessary interventions	<ul style="list-style-type: none"> Data has been completed at the end of each term. Pupils who have not made expected progress in Literacy/English have been highlighted and Teachers have given progress updates on these

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Key Areas for Development 2017–2018	Outcome / Impact
	<p>pupils and identified possible reasons why and potential strategies to improve their progress</p> <ul style="list-style-type: none"> As above, Literacy, phonics and SpLD intervention groups have been timetabled this academic year, with positive feedback from staff and pupils
New 'ORT' reading books to be purchased	<ul style="list-style-type: none"> An audit of reading books was conducted, gaps identified and funding made available to purchase additional materials <p>Over £1,200 worth of new ORT reading books purchased, to add breadth of resources to Levels 1 to 5 mainly, as this was where resources were scarcest. The new ORT reading books are more modern and engaging for pupils than the original, older style ORT books</p>
Review SOLAR to ensure that it is being used correctly, consistently and successfully to monitor progress and to set suitable targets for all children in school	<ul style="list-style-type: none"> Reviewed termly with data updates sent to Teachers for their comments. We need to examine further how SOLAR is being used to set targets
Revise Assessment, Recording and Reporting policy	<ul style="list-style-type: none"> Approved by Governors November 2018
Ensure all EHC conversions are completed by Easter 2018, as per statutory obligations	<ul style="list-style-type: none"> All Statements now converted to EHCP's
Apply for Science Award	<ul style="list-style-type: none"> Deferred to 2018/19 when Science lead returns from maternity leave
Host Positive Mental Wealth Day for pupils 23.3.18	<ul style="list-style-type: none"> All classes contributed to a child friendly anti-bullying policy – to be displayed in the quiet/common room. All pupils took part in a 1 hour wellbeing workshop of their choice
Guidance to be given to all staff involved in accreditation aimed at formalising the necessary steps for success - training needs, key dates, approval, moderation and verification	<ul style="list-style-type: none"> Guidance provided to Teachers delivering accredited courses. This is all on the server in V:\Exams\Accredited Courses. There are guidance notes in 'Guidance notes for coordinating accredited courses' and a spreadsheet called 'Accreditation Summary'. Teachers were made aware of these documents at the start of the academic year.
Review and update Long Term Plans for Key Stage 1,2,3 and 4	<ul style="list-style-type: none"> Key Stage 1 completed and all staff are now using documentation to ensure a consistent approach across the curriculum. KS2, 3 & 4 deferred to 2018/19
Complete and publish the Data Dashboard on the school website	<ul style="list-style-type: none"> Deferred to Summer 2019
AAC co-ordinators to host drop in sessions (monthly) on communication aids, open to all staff	<ul style="list-style-type: none"> AAC coordinator available throughout week for staff to ask for support. Monthly drop ins not able to go ahead as member of staff who was leading session had a change of role
To audit resources for Sex and Relationship Education across school as part of PSHE Curriculum priority this term	<ul style="list-style-type: none"> Some resources purchased to support delivery of RSE. More resources needed when budget is refreshed 2018-2019 Research completed for resources suitable and saved on shared area to be used by all staff to support delivery of RSE Questionnaires sent out to all staff to find out what resources are needed to support the delivery of the PSHE/RSE Long Term Planning

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Key Areas for Development 2017–2018	Outcome / Impact
	<ul style="list-style-type: none"> A resource log has been started for PSHE/RSE Resources to ensure all staff know what is available to use and what needs to be purchased in the future
Review Post-16 curriculum	<ul style="list-style-type: none"> College course reviewed for a more practical learning programme Research and discussion has started about the introduction of OCR Life and Living skills Entry level 2 into 13US curriculum 2019/20
Consider if more challenging / appropriate accreditations for MLD pupils is necessary, based on prior performance at the end of Key Stage 3	<ul style="list-style-type: none"> Key staff had online training for Entry Level OCR Life and Living Skills and were given relevant information in Autumn 2017. Key staff piloted the teaching of OCR units in Spring/Summer terms of 2018. 1 Teacher has delivered a new Entry Level Science course to pupils in US Some pupils in US have prepared this year for a new Functional Skills English exam. Further practice using past papers is needed before assessment on-demand when ready individually in 18-19. One pupil will be doing Level 1 standard. 3 pupils in US have begun studying towards the new Maths GCSE. One pupil is leaving at the end of this year; the other two pupils are predicted to achieve Grade 3 by the end of the course
Explore options for accrediting SLD pupils in Key Stage 4	<ul style="list-style-type: none"> Key staff had online training for Entry Level OCR Life and Living Skills and were given relevant information in Autumn 2017. Research and discussion has started about the introduction of OCR Life and Living skills Entry level 2 into 13US curriculum 2019/20
Investigate the provision in Mathematical development and consider how this could be improved in order to increase the rate of progress for pupils in Early Years	<ul style="list-style-type: none"> Resources have been bought and used in subsequent lessons, since the Spring term. SOLAR and Learning Journeys are now showing good progress in Maths
Ensure that the Pupil Premium Strategy reflects the need to develop skills in the core subject areas	<ul style="list-style-type: none"> Strategy has been approved by Governors (November 2017) and has a specific focus on Literacy as well as making funding available to pupils across all IEP areas. The strategy makes it really easy to match funding to targets set
3 pupils to enhance their leadership skills by implementing a new club	<ul style="list-style-type: none"> 3 pupils actively engaged in dance leadership. These three pupils have developed their social skills, communication skills and confidence in a variety of contexts
Teachers to share records/data of all children identified as uniquely talented/more able	<ul style="list-style-type: none"> Staff identified pupils with unique talents and abilities; these are identified on the medium term plans. Pupils have also been identified in groups and a pathway for each group has been identified: Communication for PMLD, literacy, numeracy, leadership and life skills
Seek pupil feedback on interventions to support all children identified as uniquely talented/more able and feedback to all staff and adapt recording paperwork if necessary	<ul style="list-style-type: none"> 85% of all Teacher planning includes 'Chadsgrove Unique Talents and Abilities' (CUTA) targets. Specialist activities including circus skills, Basketball, Science, Technology, Engineering and Maths (STEM) activities have all been successfully completed and stretched

Key Areas for Development 2017–2018	Outcome / Impact
	and challenged our 'more-able' pupils. One pupil has successfully completed her GCSE Art at the local mainstream High School
Host a curriculum day for The Arts (Music, Dance, Drama, Art) as part of the curriculum priority focus for this term	<ul style="list-style-type: none"> Curriculum Arts Day held on 14th June 2018. School Song launched, with Singing, Art, Dance, Drama and Signalong workshops. Collaborative display now in School Hall
To review the impact of the 'Lexia' programme	<ul style="list-style-type: none"> From September 2017 to June 2018 the number of certificates issued has increased from 4 to 37. In the same period the number of active pupils have increased from 22 to 37.
Host Positive Mental Wealth Day for pupils 10.7.18	<ul style="list-style-type: none"> All pupils took part in 2 workshops to support their RSE and PSHEC Curriculum. Classes also paired with others to complete a competition entry for Thrive's Flower Show
To review curriculum priorities for next year in light of achievements over the year	<ul style="list-style-type: none"> New curriculum priorities set for 2018/19
PMLD lead to share research with all staff from her Masters dissertation on teaching pupils with PMLD as a precursor to curriculum redesign	<ul style="list-style-type: none"> PMLD lead has attended half termly meetings with West Midlands PMLD Forum and also met separately with PMLD subject leader at Wilson Stuart school to discuss curriculum. All discussions fed back to Chadsgrove staff at PMLD meetings
Review new system for gathering data and monitoring achievement	<ul style="list-style-type: none"> The use of SOLAR and the spreadsheet which is completed by Teachers, alongside a thorough termly review of the data has significantly improved whole staff accountability for the process. It is no longer just one person's work. This is excellent progress
Submit Chadsgrove's application for 'Artsmark Platinum'	<ul style="list-style-type: none"> Chadsgrove's Statement of Commitment has been read by an external Artsmark Support Advisor and some suggestions for amendments were made. We anticipate that it will be ready for submission/final approval by Arts Council in the Autumn term of 2018
Complete an audit of provision for LAC pupils	<ul style="list-style-type: none"> To be completed in more detail next year 2018-2019
Review the implementation of the MOVE project and consider how we maximise the skill set of the 10 trained members of staff	<ul style="list-style-type: none"> This project to continue this year
Ensure that those pupils currently exceeding expectations are suitably challenged further in order to achieve a higher accreditation if possible	<ul style="list-style-type: none"> 3 pupils from 15US have now completed the first year of their GCSE Maths
Conduct a pupil survey	<ul style="list-style-type: none"> Conducted November 2017 and summary produced and analysed – follow up has taken place with some children where appropriate. We need to specifically look at comments on school dinners
Governors to meet with subject leaders that are linked to their area of responsibility	<ul style="list-style-type: none"> Deferred until 2018/19
Ensure that lower ability SLD pupils who are educated alongside peers in PMLD groups have their progress recorded using the appropriate assessment schedules	<ul style="list-style-type: none"> Personalised timetables addressed pupils needs and assessments completed
Technology and Innovation	
<ul style="list-style-type: none"> Review the vision of the school in the light of the changing curriculum and developments in technology 	<ul style="list-style-type: none"> Initial review highlighted that that we need to place more emphasis on the use of advanced digital technology such as eye gaze and virtual reality in order to enhance provision A more detailed review to take place 2018-2019

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Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Capture learners' views on the quality of their ICT experiences and future developments in school as part of the curriculum priority this term for Computing 	<ul style="list-style-type: none"> Deputy Head Teacher attended a Dragons Den event where pupils demonstrated how and why they would like to use GoPro cameras in school. School council have also made requests for a 3D printer and talked about how they would like ICT to improve across school
<ul style="list-style-type: none"> To investigate software for an 'Asset Management' system 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Establish shared electronic diaries 	<ul style="list-style-type: none"> Deferred to 2018-2019– general whole school diary remains on staff shared drive
<ul style="list-style-type: none"> Complete a technology audit to inform future planning 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Review Data Security and Freedom of Information policies 	<ul style="list-style-type: none"> To go to Governors Spring 2019
<ul style="list-style-type: none"> Produce an Information Management Strategy that identifies priorities, resources, roles and responsibilities 	<ul style="list-style-type: none"> To go to Governors Spring 2019
<ul style="list-style-type: none"> Review ICT/Computing policy 	<ul style="list-style-type: none"> To go to Governors Spring 2019
<ul style="list-style-type: none"> Investigate moving from paper to digital based system for 'Off-Site Visit' documentation 	<ul style="list-style-type: none"> This is to be addressed by the Educational Visits Coordinator in 2018-19
<ul style="list-style-type: none"> Complete re-accreditation for the ICT Mark 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Use the learning platform to provide parents and carers with the opportunity to communicate outside of school 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Complete the e-safety accreditation framework 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Establish the use of the learning platform with a greater number of pupils in school 	<ul style="list-style-type: none"> Used with BTEC pupils but still needs to be expanded further
<ul style="list-style-type: none"> Complete a staff ICT audit 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Develop a database to store teaching resources for all to access 	<ul style="list-style-type: none"> Deferred to 2018-2019
<ul style="list-style-type: none"> Develop e-portfolios for all staff linked to training opportunities 	<ul style="list-style-type: none"> Established with Scholarpack
Professional Development and Research	
<ul style="list-style-type: none"> Review all courses attended last year and how the feedback has been disseminated and identify any gaps 	<ul style="list-style-type: none"> Reviews completed and overall course evaluations collated, summary produced. Staff fed back during staff meetings where appropriate
<ul style="list-style-type: none"> Offer training to all staff in both SOLAR and Scholarpack 	<ul style="list-style-type: none"> Training has occurred throughout the year as necessary, usually to deal with Teacher specific issues
<ul style="list-style-type: none"> 7 staff to attend NatSIP OLT MSI course (September 2017 - March 2018) 	<ul style="list-style-type: none"> Six staff completed course and this has enhanced our curriculum offer
<ul style="list-style-type: none"> Music Teacher to be the SEN/local lead in the Open Orchestra Project 	<ul style="list-style-type: none"> Music Teacher and Teaching Assistant are leading this on behalf of Worcestershire Music Hub. 9 pupils identified to participate weekly in this year's Open Orchestra programme at Chadsgrove. Optional Training Session for other Special Schools was delivered at INSET 29.03.18
<ul style="list-style-type: none"> Launch 'Books Beyond Words' at Chadsgrove 	<ul style="list-style-type: none"> Launch took place in July 2017 and books are being used in school as required and in 19 -25 consistently

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Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Publish research article on Inquiring Minds 	<ul style="list-style-type: none"> Article published - Egerton, J. and Cockbill, B. (2017) '<u>Inquiring Minds</u>' SEND Magazine – Pages 10-13
<ul style="list-style-type: none"> All staff to have the opportunity to complete a survey through Investors in People (October 2017) 	<ul style="list-style-type: none"> Survey completed and results discussed at SLT – overall feedback was very positive
<ul style="list-style-type: none"> Host Investors in People assessment (October 2017) 	<ul style="list-style-type: none"> Assessment completed and award received
<ul style="list-style-type: none"> INSET (30.10.17) to focus on Attachment Disorder – delivered by The Inspired Foundation 	<ul style="list-style-type: none"> Training delivered on 30.10.17 and evaluations were excellent – staff are more aware of the signs to look out for and how to provide strategies/support We have applied to become an 'Attachment Aware School'
<ul style="list-style-type: none"> All staff to have the opportunity to visit another school/setting to observe good practice in their area of interest/expertise 	<ul style="list-style-type: none"> Staff where requested had this opportunity and have used this experience to influence their own practice and enhance their skill set
<ul style="list-style-type: none"> Investigate why girls may be underachieving , particularly in the area of Receptive Language 	<ul style="list-style-type: none"> All underachieving was at a 'personal' level. A relationship with gender could not be identified
<ul style="list-style-type: none"> New teaching staff to complete New Entrants to SEN course (2 terms) 	<ul style="list-style-type: none"> One Teacher attended and has now secured a full time teaching position in school
<ul style="list-style-type: none"> Host twilights on various disabilities 	<ul style="list-style-type: none"> Staff signposted to Complex Needs website to access briefing sheets on various disabilities
<ul style="list-style-type: none"> New Teachers will be trained on how to use the Eye Gaze technology simply in any lesson when key words are introduced 	<ul style="list-style-type: none"> Training has been given to staff who have requested it by VI Assistant
<ul style="list-style-type: none"> 8 staff to complete Sex and Relationship Education in SEN course 	<ul style="list-style-type: none"> Staff training needs evaluated and a training programme organised and delivered for 8 staff. Staff feel more confident in managing day to day issues and delivering teaching in this area
<ul style="list-style-type: none"> Collate destination data for pupils that have left in the last 3 years 	<ul style="list-style-type: none"> Data base completed and located on Scholarpack and shared drive
<ul style="list-style-type: none"> INSET (29.3.18) staff to choose from a selection of workshops hosted by 6 Special Schools across Worcestershire 	<ul style="list-style-type: none"> A wide range of workshops hosted across the Special Schools and evaluations were good, outstanding in some schools
<ul style="list-style-type: none"> Positive Physical Intervention (PPI) refresher training for 36 staff 	<ul style="list-style-type: none"> Completed 29th March 2018 – staff feel more confident with strategies and their implementation
<ul style="list-style-type: none"> Facilitate CPD opportunities for teaching pupils with Severe Learning Difficulties if this is appropriate 	<ul style="list-style-type: none"> One Teacher has completed her online training course on how to use SpLD identification tests to identify pupils with Dyslexia and identify examination access arrangements. However, due to her 'Outreach' commitments, she has not yet been able to facilitate CPD opportunities for other staff in the teaching of pupils with SLD
<ul style="list-style-type: none"> To consider combining elements of School to School Support (S2SS) with the PD Outreach Team 	<ul style="list-style-type: none"> New cost code has been set up with finance team to review income and expenditure within S2SS. Staff from S2SS and PD Outreach are now located within the same office. Job share role developed with PD Outreach staff to enable cross over with S2SS requirements (from Sept 2018)

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Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Identified staff to complete further online live training for Lexia to focus on ensuring continued effective use of the programme with a focus on using data and report features of the software 	<ul style="list-style-type: none"> 6 staff took part in the live online training. All key features of the software were covered. Following the training new staff logins were setup and instructions were sent to parents so that pupils can now login and use the Lexia software at home
<ul style="list-style-type: none"> 1 unqualified Teacher to complete her degree at the University of Worcester 	<ul style="list-style-type: none"> Achieved a First Class BA (Hons) degree in 'Integrated Working with Children and Families'. This member of staff will complete 'equivalency tests' in preparation for Teacher training September 2020
<ul style="list-style-type: none"> Complete Erasmus research in Early Years Inclusion 	<ul style="list-style-type: none"> Research finalised July 2018
Teaching School	
<ul style="list-style-type: none"> Commence training for fourth cohort of School Direct 	<ul style="list-style-type: none"> Fourth cohort began 4th September 2017 (7 students) – all successfully completed the qualification and all have teaching posts for September 2018
<ul style="list-style-type: none"> Host School Direct pupil at Chadsgrove in 9US 	<ul style="list-style-type: none"> School Direct student in 9US, and additional place transferred to Chadsgrove from partner school
<ul style="list-style-type: none"> Review school-to-school support services portfolio 	<ul style="list-style-type: none"> Support Services information reviewed and new booklet format information pack devised
<ul style="list-style-type: none"> Organise conference/training relevant to core focus for year 	<ul style="list-style-type: none"> Books Beyond Words, Dyslexia, Signalong, Dyscalculia, Supporting Literacy training held at Chadsgrove, and SENCO conference incorporating sessions relevant to Literacy and Numeracy support
<ul style="list-style-type: none"> Second cohort of Local Leaders of SEND to start 	<ul style="list-style-type: none"> Cohort 2 (12 SENCOs) began January 2018, completing June 2018
<ul style="list-style-type: none"> Evaluate expansion of capacity for School Direct 2019-20 	<ul style="list-style-type: none"> New partner schools have joined the programme, providing 15 potential SEND placements for 2019-20
Quality of Provision	
<ul style="list-style-type: none"> Resurface the middle area of Lower School Playground 	<ul style="list-style-type: none"> Completed October 2017. Children now have a safe space to play and learn
<ul style="list-style-type: none"> Extend and refurbish the accessible toilet 	<ul style="list-style-type: none"> Completed October half term 2017 and is now suitable for all wheelchair users to turn around with ease
<ul style="list-style-type: none"> Build additional gents toilet 	<ul style="list-style-type: none"> Completed October half term 2017
<ul style="list-style-type: none"> Open up skylights across school 	<ul style="list-style-type: none"> Completed August 2017 allowing more natural light in school
<ul style="list-style-type: none"> Extend the Chestnut Centre to accommodate numbers in 19-25 	<ul style="list-style-type: none"> Completed August 2017 providing space for an additional 4 young people
<ul style="list-style-type: none"> To feature in 'The Good Schools Guide' 	<ul style="list-style-type: none"> Chadsgrove now feature in the 'Good Schools Guide'
<ul style="list-style-type: none"> Replace dead leg pipework around school 	<ul style="list-style-type: none"> Completed December 2017
<ul style="list-style-type: none"> To Review and implement a fundraising strategy 	<ul style="list-style-type: none"> Deferred due to maternity leave
<ul style="list-style-type: none"> Replace all fencing around the Lower School playground to match fencing in Upper School playground 	<ul style="list-style-type: none"> Completed Spring 2018

Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Refurbish the kitchen area of the staff room 	<ul style="list-style-type: none"> Deferred until 2019/20 due to feasibility study for the complete front of school
<ul style="list-style-type: none"> Refurbish Early Years bathroom 	<ul style="list-style-type: none"> Deferred until 2019/20 due to feasibility study for the complete front of school
<ul style="list-style-type: none"> Doors to tables and chairs room to be frosted 	<ul style="list-style-type: none"> Completed December 2017
<ul style="list-style-type: none"> Invite energy officer into school to monitor energy consumption and evaluate amount of energy saved over the term 	<ul style="list-style-type: none"> Information is now easily accessed by logging in to https://www.westmerciaenergy.co.uk/ For the year to the end of March 2018 Electricity consumption went up by 6.2% and Gas consumption fell by 1.8%
<ul style="list-style-type: none"> Investigate costs for ceiling hoist in 4LS 	<ul style="list-style-type: none"> Work not required due to cohort of pupils
<ul style="list-style-type: none"> Reconsider replacement of windows in the wheelchair bay 	<ul style="list-style-type: none"> Deferred until 2019/20 due to feasibility study for the complete front of school
<ul style="list-style-type: none"> Refurbish the library 	<ul style="list-style-type: none"> Some funding is in place; some additional funding will need to be sourced in the Autumn term 2018, in order for work to begin in 2019
Specialist Provision	
<ul style="list-style-type: none"> To purchase new Climbing/PE equipment for the use in the school hall 	<ul style="list-style-type: none"> New equipment purchased March 2018 which is more accessible for our pupils
<ul style="list-style-type: none"> 4 people to complete Rebound into Mainstream School module 	<ul style="list-style-type: none"> 2 people completed Rebound into Mainstream School module. As a result, pupils have enhanced their trampoline skills
<ul style="list-style-type: none"> Host CBSO workshops for the academic year working with pupils with PMLD 	<ul style="list-style-type: none"> Weekly sessions led by 3 CBSO musicians for all pupils in 3LS, 2LS and 7LS (1 term each) and 4LS (3 terms). Sharing Sessions termly, plus whole-school 'relaxed performances' for all pupils, 5.7.18. Video evidence shows increased engagement and skill development for pupils for the duration of the project
<ul style="list-style-type: none"> 2 groups of pupils to attend THRIVE in Kings Heath Birmingham for the academic year to complete awards in Horticulture following the successful award of 'Silver' at Gardeners World Live last year for a garden designed by our pupils 	<ul style="list-style-type: none"> A group of pupils have attended THRIVE in Kings Heath Birmingham and have completed awards. THRIVE staff have run weekly workshops at Chadsgrove for an additional group
<ul style="list-style-type: none"> To purchase 3 new trikes 	<ul style="list-style-type: none"> 2 new trikes purchased from funding received by 'Inner Wheel'. More pupils can now have access to these to increase fitness levels and opportunities to be outside
<ul style="list-style-type: none"> To extend MOVE programme across the county 	<ul style="list-style-type: none"> Deferred to 2018/19
<ul style="list-style-type: none"> To purchase a new mini bus 	<ul style="list-style-type: none"> Investigated, however, current minibus repaired and in good working order
<ul style="list-style-type: none"> Continue work on improving standards in Expressive and Receptive Language through the provision of appropriate AAC strategies and resourcing for individual pupils. 	<ul style="list-style-type: none"> Pupils' communication profiles are updated regularly and support is given by Speech and Language team and AAC Assistant as required. Pupils have access to Communication Books and VOCAS are supplied to pupils by ACT following assessment

Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Ensure that all pupils from Ethnic Minority groups have the resources that they need to support mathematical development 	<ul style="list-style-type: none"> All groups have equal access to resources and no specific resources identified for this group of pupils
<ul style="list-style-type: none"> Ensure that the language/AAC needs of pupils from Ethnic Minority groups are reviewed/re-assessed as necessary 	<ul style="list-style-type: none"> All groups have equal access to resources and personalised programmes are in place
<ul style="list-style-type: none"> Refurbish Rebound Therapy Room 	<ul style="list-style-type: none"> New mats purchased to provide a safer environment
<ul style="list-style-type: none"> Replenish Sensory Garden 	<ul style="list-style-type: none"> Various groups have worked on the sensory garden on a rolling including 'Zurich' and the 'Rotary Club' of Bromsgrove
<ul style="list-style-type: none"> To purchase new equipment for soft play 	<ul style="list-style-type: none"> New air conditioning unit has been installed (July 2018)
<ul style="list-style-type: none"> To purchase Marilyn Tucknott's Key stage journals for individual pupils 	<ul style="list-style-type: none"> Journals purchased for all pupils who needed them
Outreach	
<ul style="list-style-type: none"> To continue to offer advice and support in the transfer of statements to EHC Plans in line with the WCC timetable 	<ul style="list-style-type: none"> All transfers completed
<ul style="list-style-type: none"> To develop service in-line with WCC commissioned targets for the year e.g. any alterations to funding 	<ul style="list-style-type: none"> Funding currently has remained fixed. PD Outreach has returned to WCC portfolio from Babcock
<ul style="list-style-type: none"> To write new 'continence care' course in partnership with Babcock and work out delivery dynamics 	<ul style="list-style-type: none"> Partnership work developed, however Chadsgrove team has now returned to WCC from Babcock and therefore opportunities are limited
<ul style="list-style-type: none"> Induct new member of staff- Specialist Teacher 	<ul style="list-style-type: none"> Member of staff inducted and has maintained a full-time caseload
<ul style="list-style-type: none"> To review pupil transition paperwork based upon last year's feedback regarding new paperwork style 	<ul style="list-style-type: none"> Reviewed and alterations made. Paperwork has successfully been used during the 2018 transitions
<ul style="list-style-type: none"> To review ICT equipment and forthcoming needs 	<ul style="list-style-type: none"> ICT equipment reviewed in liaison with CIS Tech
<ul style="list-style-type: none"> To further develop PE Outreach provision – e.g. review possibility of clubs 	<ul style="list-style-type: none"> Team member leading on 'out of school' provision unfortunately left the team. This will be reviewed once new member of staff has been inducted during 2018/19 year
<ul style="list-style-type: none"> To review success of 'continence care' course (if launched) 	<ul style="list-style-type: none"> N/A
<ul style="list-style-type: none"> To develop PE specialist support courses for PD Outreach 	<ul style="list-style-type: none"> Conversations of possible partnerships between PD Outreach and All Active Academy have started
<ul style="list-style-type: none"> To review evaluation feedback forms 	<ul style="list-style-type: none"> Very positive comments across the board from all mainstream schools supported
Families	
<ul style="list-style-type: none"> Work with Barnardos to develop a new Siblings activity group 	<ul style="list-style-type: none"> Funding not available
<ul style="list-style-type: none"> To host 2 Dads and Lads sessions focussing on 'communication' 	<ul style="list-style-type: none"> Planned for Spring Term 2019
<ul style="list-style-type: none"> Ask families for feedback via a questionnaire at Parents Evening 9.11.17 if they did not complete one in July 2017 	<ul style="list-style-type: none"> Completed 9.11.17 – Feedback results available – Overall very positive
<ul style="list-style-type: none"> Organise a family day trip to the seaside 	<ul style="list-style-type: none"> Funding not available

Key Areas for Development 2017–2018	Outcome / Impact
<ul style="list-style-type: none"> Hold a 'Healthy Lunch Box' workshop 	<ul style="list-style-type: none"> Information disseminated 20th September 2018 at Meet and Greet event
<ul style="list-style-type: none"> To develop a Friday night fun club 	<ul style="list-style-type: none"> This was developed as family discos as this is what the pupils requested – attracting 100 families over the year
<ul style="list-style-type: none"> Parents/carers will be given updated information to enable them to have all curriculum software links and pupil logins 	<ul style="list-style-type: none"> Information has been shared and sent to parents to enable them to use Lexia, EducationCity and RMeasimaths during the year
<ul style="list-style-type: none"> Host a family 'Bingo' afternoon 	<ul style="list-style-type: none"> Completed on 22nd October 2018 – This was not as popular as anticipated!
<ul style="list-style-type: none"> Offer family cooking sessions in Food Technology Room 	<ul style="list-style-type: none"> Deferred to Spring 2019
<ul style="list-style-type: none"> Facilitate a counselling group set up by siblings for siblings 	<ul style="list-style-type: none"> Deferred to Spring 2019 with an adult lead
Community	
<ul style="list-style-type: none"> Three 19-25 pupils to start an internship in school for a year 	<ul style="list-style-type: none"> Completed with Butterfly Beauty. Students are now demonstrating confidence in delivering Indian Head Massage, facials and nail treatments
<ul style="list-style-type: none"> 5 new pupils to be enrolled at the Learning Centre 	<ul style="list-style-type: none"> 5 new pupils enrolled September 2017 – total now 11 pupils
<ul style="list-style-type: none"> New extension to be open 	<ul style="list-style-type: none"> New extension opened October 2017
<ul style="list-style-type: none"> Provide Callanetics class after school for staff 	<ul style="list-style-type: none"> Callanetics class organised but due to a lack of response did not continue
<ul style="list-style-type: none"> Host Principal from Parkside School New Zealand 29.9.17 	<ul style="list-style-type: none"> Positive feedback received and findings contributed to a Doctorate
<ul style="list-style-type: none"> Chadsgrove pupil to host a cake sale to raise money for local hospital 	<ul style="list-style-type: none"> Completed and money raised for Worcester Royal Hospital (£130)
<ul style="list-style-type: none"> To explore new opportunities for letting the Chestnut Centre and mobile 	<ul style="list-style-type: none"> Explored opportunities and these will be reviewed as and when the need arises
<ul style="list-style-type: none"> To Develop a new Dance project in conjunction with the All Active Academy 	<ul style="list-style-type: none"> Showcased at the Artrix in 2018 and 220 people attended
<ul style="list-style-type: none"> Host a community open day 	<ul style="list-style-type: none"> Summer Fayre organised by 19-25. 20 guests from the local community visited 10.7.18
<ul style="list-style-type: none"> Raise money for at least 5 charities across the year 	<ul style="list-style-type: none"> £525.49 Raised for Children in Need Nov 2017 £110 raised for Muscular Dystrophy February 18 £95 raised for Cash for Kids May 18 £257 for Cystic Fibrosis in June 18 £110 for Save the Children Dec17 £101 Jeans for Genes September 2017 Total raised was £1210.99

KEY PRIORITIES FOR DEVELOPMENT – TWO YEAR DEVELOPMENT PLAN 2018 – 2020
YEAR 1 2018 – 2019
CORE FOCUS: NUMERACY
VULNERABLE PUPILS

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Year 1 2018-2019	AUTUMN	SPRING	SUMMER
	Achievement and Standards	Achievement and Standards	Achievement and Standards
	Technology and Innovation	Technology and Innovation	Technology and Innovation
	<ul style="list-style-type: none"> <i>Lesson observations to focus on Maths throughout the school and subject specialisms for those staff that do not teach Maths</i> <i>Track and report back on data for children on Free School Meals and in receipt of Pupil Premium in relation to Maths</i> Review curriculum for children with PMLD Present the new Ofsted Framework to Governors Survey past pupils to find out how Chadsgrove prepared them for the next stage of their education/life PMLD leader to implement new system for monitoring planning and assessment PMLD leader to implement new system for moderation of work samples between Teachers in PMLD department To develop PSHE resources across school Purchase and promote whole school use of Twinkl to help raise standards, improve engagement in the classroom and enrich homework opportunities for pupils Subject leaders to review accredited courses being offered in Upper School. Ensure all Centre approvals and course requirements are in place for 2018-19 Update LTP for ICT/Computing. Involve new Teachers of ICT/Computing starting in September 2018 Establish central resource for DT tools, information, materials Commence implementation of the 'Careers and Enterprise Strategy' Purchase further resources required for the delivery of the RSE curriculum as identified in the audit last year Submit Arts Mark Platinum paperwork Initiate Duke of Edinburgh Award 	<ul style="list-style-type: none"> <i>Audit Maths resources</i> <i>Investigate training to implement Maths Hub- Mastery</i> Introduce GCSE P.E practical for more-able pupils Purchase equipment for PE as curriculum priority this term Introduce country dancing for pupils with PMLD and SLD Update guided reading and Literacy resources in line with new curriculum Host an RE curriculum day Review focus/criteria for learning walks Develop an Action Plan for Curriculum developments (over the next two years) – identifying a priority list of which subjects and Key Stages need curriculum updates SLT to implement new system for moderation of work samples between Teachers for different Key stages and ability levels Trial Edexcel Functional skills in ICT Update LTP for DT based on last year's audit and introduction of central resources Examine further how SOLAR is being used to set targets Complete an audit of provision for LAC pupils Governors to meet with subject leaders that are linked to their area of responsibility to share planning and update on subject Develop moderation systems based on SOLAR assessments 	<ul style="list-style-type: none"> <i>Review progress of children in Maths specifically</i> Review existing curriculum for pupils with PMLD and update policy in line with this Host an SRE Curriculum day Review Science curriculum and resources as a curriculum priority this term To develop an LGBT support group To implement revised PSHE LTP to include new schemes of work for PSHE To research, combine and collate PSHE policies into one policy To ensure that any curriculum updates from this academic year are also updated on the school website curriculum information Update LTP for ICT to include new technologies used during the year Some pupils to undertake Edexcel Functional skill ICT Review and update Long Term Plans for Key Stage 2,3 and 4 Incorporate OCR Life and Living Skills Entry level 2 into 13US curriculum for 2019/20 Train staff in the use of End of Key Stage reporting procedures using the new assessment frameworks Complete and publish the Data Dashboard on the school website
	<ul style="list-style-type: none"> Simplify logins for RMeasimaths to match format for Lexia and Education city and provide families with information to use software at home Investigate the increased use of wireless switches and environmental control in school, including SmartNav Train staff in the use of their iPads in order to control the Multi-Sensory Room Review management of Reception TV Screen – to be updated on a regular basis so to celebrate pupil achievements 	<ul style="list-style-type: none"> Review all online software resources to ensure that they effectively meet the needs of all pupils and are providing good value for money Review the ICT infrastructure and plan for any upgrades if necessary Review technical support services in school to ensure they are still providing good value for money Trial using 'Virtual Reality' in lessons Review Data Security and Freedom of Information policies 	<ul style="list-style-type: none"> Update Communicate In Print and Clicker resources (pending available funding) Purchase any significant IT infrastructure upgrades (pending available funding) Further review how best to use 'Virtual Reality' in the classroom Set up/trial new resources purchased to enable pupils to communicate more effectively using ICT

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	<ul style="list-style-type: none"> School council to discuss the purchase of GoPro (used in media option), 3D printer (used in DT/Art) identified this year to enrich the delivery of ICT Purchase 2 dedicated voice dictation laptops with head microphones and installed software to enable specific pupils to write by talking Purchase new Virtual Reality hardware/software 	<ul style="list-style-type: none"> Produce an Information Management Strategy that identifies priorities, resources, roles and responsibilities Review ICT/Computing policy Review the ICT infrastructure to ensure that it continues to meet needs Support pupils to setup/use GoPro and 3D printer in lessons, clubs and options groups Support selected pupils to communicate independently using voice dictation Review the vision of the school in the light of the changing curriculum and developments in technology To investigate software for an 'Asset Management' system Establish shared electronic diaries Complete a technology audit to inform future planning 	<ul style="list-style-type: none"> Investigate moving from paper to digital based system for 'Off-Site Visit' documentation Complete re-accreditation for the ICT Mark Use the learning platform to provide parents and carers with the opportunity to communicate outside of school Complete the e-safety accreditation framework Complete a staff ICT audit Develop a database to store teaching resources for all to access Review how ICT is being used across school to enable pupils to communicate and purchase resources as necessary
	Professional Development and Research <ul style="list-style-type: none"> <i>Teachers to have the opportunity of being observed by a specialist in their subject/area of expertise and specifically in Maths</i> <i>Offer training in the use of vulnerability indicators</i> <i>INSET day followed by one Twilight to focus on 'Attachment'</i> <i>Maths lead to observe Maths being taught in other outstanding Special Schools</i> <i>Governors to consider additional INSET days for our school due to the increased level of training needed to meet medical needs</i> Headteacher to complete NPQEL programme Refresh training for staff who feed children with complex feeding needs 	Professional Development and Research <ul style="list-style-type: none"> <i>2 Twilights to focus on 'Attachment'</i> <i>Julia LL to train as Mental Health First Aider</i> <i>Facilitate CPD opportunities for mathematics for all staff</i> New PMLD lead to attend intensive interaction training (pending funding) Provide support/training to use new resources purchased in Autumn – GoPro, 3D printer, Virtual Reality resources 	Professional Development and Research <ul style="list-style-type: none"> <i>To become an 'Attachment Aware' school</i> Identified staff to attend TaSSeLs training Plan with relevant Teachers to incorporate new resources into the curriculum – GoPro, 3D printer, Virtual Reality Facilitate CPD opportunities for teaching pupils with Severe Learning Difficulties if this is appropriate Unqualified Teacher to complete 'equivalency tests' in preparation for Teacher training September 2020
	Teaching School <ul style="list-style-type: none"> Review Teaching School staffing in view of increased activity Provide at least 12 School Direct places on SEND route for 2018-19 Implement impact review of training for sample of delegates one term after completing course Commence monthly input of Key Performance Indicators on Teaching Schools Data Hub Chadsgrove to lead NPQH, NPQML and NPQSL programmes for the year 	Teaching School <ul style="list-style-type: none"> Extend number of schools supported in Worcestershire to 30% Explore feasibility of providing teaching apprenticeships across alliance schools Expansion of Steering Group membership to include representation from a broader range of stakeholders 	Teaching School <ul style="list-style-type: none"> CPLD programme to incorporate venues away from Chadsgrove to increase reach Review School Direct programme Review SENCO Network offer
	Quality of Provision <ul style="list-style-type: none"> <i>Renew/extend outdoor Math's equipment</i> 	Quality of Provision <ul style="list-style-type: none"> Complete feasibility study for the re-design of the wheelchair bay, front entrance and reception area 	Quality of Provision <ul style="list-style-type: none"> Move 19-25 provision off site if funding becomes available To update equipment and provision in Forest School

	<ul style="list-style-type: none"> Update money resources in line with changes to currency Install new coat pegs and base storage units for all areas where needed Update guided reading resources and Literacy resources in line with any changes in the curriculum Refurbish main school office Review school dinners, specifically for children with more complex feeding needs 	<ul style="list-style-type: none"> Consider plans for the re-location of the nursery depending on 19-25 plans Review shade areas in school after the work completed last year Plan new School Library Investigate costings for air conditioning in the main hall and classrooms that get exceptionally hot in the summer 	<ul style="list-style-type: none"> Refurbishment of School Library Investigate 'Parent Pay' for all payments including school dinners, trips, clubs) Consider purchasing new school bell/PA system for use throughout school (eg. www.bodet.co.uk/bell-systems/class-change-system) To extend MOVE programme across the county
	Safeguarding <ul style="list-style-type: none"> For Deputy Headteacher to become a DSL Champion Consider purchase of an alternative system to replace the 'Policy Central' monitoring software Provide new resources/ideas for Teachers/TA4s to deliver e-safety across school Create a safeguarding suggestions box Ensure safer recruitment training is up to date for all relevant staff Ensure all acceptable use policies are up to date Appoint a designated Governor for anti-bullying Add CME/HE information to school website 	Safeguarding <ul style="list-style-type: none"> For DSL Champion to review other Special Schools To consider fencing options for the front of school Audit how safeguarding is addressed through the PHSE curriculum Ensure policies have front sheet with ratified date on Check PAT testing records Disseminate further safeguarding scenarios at class team meetings Safeguarding governor to complete Prevent training Complete child friendly anti-bullying policy Enable an assistant Headteacher (TO) to attend a child protection conference/core group meetings to further her professional development and succession planning 	Safeguarding <ul style="list-style-type: none"> One day Safeguarding audit to take place by DSL champion and external consultant Create social care referral form to be used when contacting CWD duty team or family front door Review Safeguarding Policy Complete safeguarding audit and annual report to Governing Body Cascade FGM training Complete 360 audit
Year 1 2018-2019	Specialist Provision <ul style="list-style-type: none"> Re-design the Forest School area Middle area in Early Years to be developed for Stay and Play sessions To raise the remaining costs to refurbish the school Library To complete an audit of school dinners across the whole school with School Council 	Specialist Provision <ul style="list-style-type: none"> 5 pupils to attend sessions at the Dolphin Centre in Bromsgrove Consider purchasing fixed large equipment for the Upper School playground and track Align maintenance of school outside areas to staff and pupils Budget permitting, begin the refurbishing the school Library 	Specialist Provision <ul style="list-style-type: none"> Offer residential opportunity for pupils in post 16 Develop work experience opportunities for pupils in post 16 To improve view/external environment outside the Art Room (garage wall), possibly involving an external artist To raise funds to have one eye gaze in each of our classes for pupils with PMLD
	Outreach <ul style="list-style-type: none"> Staff to train as trainers on manual handling course Staff update training on exam access arrangements To continue to develop service in-line with WCC commissioned targets for the year Induct new member of staff – specialist Teacher for Early Years To develop resources for memory and processing interventions 	Outreach <ul style="list-style-type: none"> To trial service questionnaires going out to schools in spring term Full equipment audit (stored and loaned) to be completed Review provision for pupils at Post 16 transition (non-school based e.g. FE college) To develop early identification of need at pre-school level to inform transitions into school 	Outreach <ul style="list-style-type: none"> Review success of questionnaires going out during the spring term Review induction of specialist Teacher To review the development of resources for memory and processing interventions To review the development of early identification of need at pre-school level to inform transitions into school
	Families	Families <ul style="list-style-type: none"> Provide workshops for families on 	Families <ul style="list-style-type: none"> Collate views of families at Parents Evening (July 2019)

	<ul style="list-style-type: none"> • Support families with children identified as uniquely talented • Information sharing with staff and parents of the role of the TA4 Family Support Lead • Implement new short breaks programme following successful tender 	<ul style="list-style-type: none"> - Behaviour Strategies - Disability Benefit System • Host a 'Mums Pamper Night' 	<ul style="list-style-type: none"> • Host a summer family BBQ (Sunday) • Opportunities for parents/families at Parents Evening in July to learn more about being safe online
	Community <ul style="list-style-type: none"> • Create links with Dementia Awareness Group in Catshill • Link with Thorns Community College for a dance project • Embed 'Catshill in Bloom' project with the local council 	Community <ul style="list-style-type: none"> • Link with Lichfield school to develop a new engineering project 	Community <ul style="list-style-type: none"> • Investigate franchise opportunities for the 'All Active Academy' • Link with HOW College to promote independent living skills for our pupils

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KEY PRIORITIES FOR DEVELOPMENT – TWO YEAR DEVELOPMENT PLAN 2018 – 2020
YEAR 2 2019 – 2020
CORE FOCUS: CURRICULUM

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Year 2 2019-2020	AUTUMN	SPRING	SUMMER
	Achievement and Standards <ul style="list-style-type: none"> Implement new Long Term Plan for pupils with PMLD Implement revised LTP including new schemes of work for PSHE & RSE Review Action Plan for Curriculum development, in the light of any updates in the previous year - revise priorities if necessary Frank Price to conduct 'Ofsted Ready' visit 	Achievement and Standards <ul style="list-style-type: none"> Hold an RE Curriculum day 	Achievement and Standards <ul style="list-style-type: none"> Hold a P.E Curriculum day linked to the Olympics Hold a whole school RSE/ Wellbeing Curriculum day Update LTP for ICT/Computing to include further practical advice for Teachers/TA4s on using new technologies identified and developed during the year Achieve Bronze Eco –School Green Flag Award
	Technology and Innovation <ul style="list-style-type: none"> Review possible need for further additional new technologies in the curriculum eg coding, Virtual Reality, voice recognition 	Technology and Innovation <ul style="list-style-type: none"> Purchase new technologies identified as being important/beneficial for pupils 	Technology and Innovation <ul style="list-style-type: none"> Setup/trial new technology resources
	Professional Development and Research <ul style="list-style-type: none"> 1 unqualified Teacher to complete her School Direct Teacher qualification at Chads Grove 	Professional Development and Research <ul style="list-style-type: none"> New PMLD lead to attend intensive interaction training (pending funding) Ensure appropriate training is in place following ICT skills audit Provide practical support for Teacher/TA4s delivering coding, Virtual Reality and other new technologies identified in the autumn review Contribute to Special School INSET day 24.2.20 to update, raise awareness and share best practice in ICT 	Professional Development and Research <ul style="list-style-type: none"> Identified staff to attend TaSSEls training INSET day on 'communication using ICT' focus
	Teaching School <ul style="list-style-type: none"> Expand School Direct Primary with SEND to a minimum 15 places (across fee paying, salaried and apprenticeship routes) Review pricing and brokerage structure for school to school support and CPLD Review New to SEND programme 	Teaching School <ul style="list-style-type: none"> Increase off-site delivery of training Explore expansion of partners for School Direct 2020-21 Develop training courses delivered by alliance members 	Teaching School <ul style="list-style-type: none"> Develop case studies of school support, CPLD impact and ITT into RQT for marketing purposes Review operational and staffing structures for Teaching School
	Quality of Provision <ul style="list-style-type: none"> Feasibility study to be completed for the front of school Exploration of possibility for lower school chill out room 	Quality of Provision <ul style="list-style-type: none"> Plan refurbishment of the front of school to include staffroom, outside space, wheelchair bay, side entrance and 2LS/Outreach 	Quality of Provision <ul style="list-style-type: none"> Put plans for front of school refurbishment out to tender
	Safeguarding <ul style="list-style-type: none"> Review the Safeguarding Champion remit and the impact for our school and the Worcestershire Special Schools that have utilised the role 	Safeguarding <ul style="list-style-type: none"> Further develop the safeguarding information on school website 	Safeguarding <ul style="list-style-type: none"> Review Safeguarding Policy Complete safeguarding audit and annual report to Governing Body
Year 2 2019-2020	Specialist Provision <ul style="list-style-type: none"> Update equipment in the swimming pool area 	Specialist Provision <ul style="list-style-type: none"> Purchase new outdoor learning equipment 	Specialist Provision <ul style="list-style-type: none"> Investigate new outdoor learning centre
	Outreach	Outreach	Outreach <ul style="list-style-type: none"> Review equipment delivery model – has it been a success?

	<ul style="list-style-type: none"> Review team deployment, ensuring appropriate staffing across NE and NW Worcestershire To review provision of equipment in line with WCC needs To develop PE specialist support provision within the team To review specialist Teachers becoming manual handling trainers 	<ul style="list-style-type: none"> To review provision based upon new Ordinary Available document (WCC) Review delivery of assessments across NE and NW Worcestershire 	<ul style="list-style-type: none"> Review PE specialism – how has this worked?
	Families <ul style="list-style-type: none"> Offer workshop at Parents Evening to explain how ICT can be used at home eg using RMeasimaths, Lexia, Education City 	Families <ul style="list-style-type: none"> To implement new app for booking short breaks 	Families <ul style="list-style-type: none"> To evaluate the role of the family co-coordinator
	Community <ul style="list-style-type: none"> Review use of the school in the community (e.g. Pool) and investigate other opportunities 	Community <ul style="list-style-type: none"> Achieve Bronze Eco-Schools Green Flag Award 	Community <ul style="list-style-type: none"> Host community open day

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END OF KEY STAGE ATTAINMENT

Early Years

Early Years Cohort

Eleven pupils have been in Early Years throughout the whole of the academic year. A further pupil started midway through the year.

Out of the 11 pupils, 1 has moderate learning difficulties, 2 have severe learning difficulties and 8 have profound and multiple learning difficulties. All pupils have a physical disability/complex health need. One pupil has learnt to walk unaided during the year

Chadsgrove Performance Indicators

Progress for the pupils in Early Years is measured in terms of percentage steps with each step representing an increase of 1%

Subject Area	Average Points Progress 2015-2016	Average points progress 2016-2017	Average points progress 2017-2018	Difference between 2017 and 2018
PSED	49	58	36	-22
Literacy	48	54	89	+35
Communication and Language	25	71	39	-32
Maths	126	46	48	+2
Understanding of the World	46	59	41	-18
Physical Development	51	38	32	-6
Art and Design	70	92	49	-43
Average across all subjects	59	59	48	

Analysis

The apparent drop in points progress is as a result of the significantly increased number of pupils with profound and multiple learning difficulties within the nursery.

Pupils have made excellent progress in Literacy.

Pupils have improved their progress in Maths. This was a target for the last academic year; it is pleasing that this progress has happened despite the increase in the number of pupils with profound and multiple learning difficulties

Pupils have not performed quite so well in Communication and Language and Art, as these are the areas which show the greatest difference between last years and this year's scores.

Action Points

Investigate the provision in Communication and Language and consider how this could be improved in order to increase the rate of progress of the pupils in Early Years.

END OF KEY STAGE ATTAINMENT

Key Stage 1

Year 2 Cohort

Six Year 2 pupils completed the whole of Key Stage 1 at Chadsgrove. Of these, 2 have severe learning difficulties and 4 have profound and multiple learning difficulties. No pupils have moderate learning difficulties. All pupils have a physical disability/complex health need. One pupil started at Chadsgrove mid-way through the key stage and so has not been included in the data analysis

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe learning difficulties, whose progress is measured using the Chadsgrove P Steps are shown in the table below.

Subject	Average Progress during Key Stage 1 2015-2016	Average progress during Key Stage 1 2016-2017	Average progress during Key Stage 1 2017-2018	Average progress over the past three years
Reading	8	11	10	10
Writing	9	12	10	10
Expressive language	7	13	14	11
Receptive Language	13	17	13	11
Number	8	18	9	11
Measures	13	16	10	13
Science	15	13	12	13

It is not currently possible to compare the progress of PMLD students during Key Stage 1 over time due to the change-over of assessment frameworks. Data for current Year 2 pupils indicates that all four pupils either met or exceeded their expectations.

Analysis

The current Year 2 pupils have performed best in Expressive and Receptive Language and least well in Number over the course of the Key Stage.

Over the past three years, pupils have performed best in Measures and Science.

Action Points

- Continue work on improving standards in Reading and Writing through the provision of appropriate AAC strategies and resourcing for individual pupils.

END OF KEY STAGE ATTAINMENT

Key Stage 2

Year 6 Cohort

Four Year 6 pupils completed the whole of Key Stage 2 at Chadsgrove. Of these, 3 have severe learning difficulties and 1 has moderate learning difficulties. No pupils with profound and multiple learning difficulties were present throughout the whole of the key stage. All pupils have a physical disability/complex health need. Three pupils started at Chadsgrove mid-way through the key stage and so have not been included in the data analysis

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe learning difficulties, whose progress is measured using the Chadsgrove P Steps are shown in the table below.

Subject	Average progress during Key Stage 2 2016-2017	Average progress during Key Stage 2 2017-2018	Average progress over the past two years
Reading	14	20	17
Writing	10	19	15
Expressive language	26	14	20
Receptive Language	18	37	28
Speaking and Listening	28	No pupils	28
Number	16	19	18
Measures	16	22	19
Science	17	21	19

Analysis

Current Year 6 pupils have performed best in Receptive Language and Measures over the course of the Key Stage. They have performed least well in Expressive Language, Reading and Number.

Over the past two years, pupils at the end of Key Stage 2 have performed best in Receptive Language and Speaking and Listening. They have performed least well in Reading and Writing.

Action Points

- Continue work on improving standards in reading and writing through the development of phonics groups, SpLD interventions, AAC input and resourcing.
- Continue work on improving standards in Expressive Language through the provision of appropriate AAC strategies and resourcing for individual pupils.

END OF KEY STAGE ATTAINMENT

Key Stage 3

Year 9 Cohort

Year 9 pupils completed the whole of Key Stage 3 at Chadsgrove. Of these, 3 have severe learning difficulties and 4 have profound and multiple learning difficulties. No pupils have moderate learning difficulties. All pupils have a physical disability/complex health need. Pupils started at Chadsgrove mid-way through the key stage and so has not been included in the data analysis

Progress is measured in terms of percentage steps with each step representing an increase of 10% - for example, P4.4 to P4.6 is 2 steps.

The results for pupils with severe learning difficulties, whose progress is measured using the Chadsgrove P Steps are shown in the table below.

Subject	Average progress during Key Stage3 2016-2017	Average progress during Key Stage 3 2017-2018	Average Progress Over the past two years
Reading	8	18	13
Writing	10	19	15
Expressive language	24	19	22
Receptive Language	13	23	18
Speaking and Listening	16	27	22
Number	14	16	15
Measures	13	15	14
Science	22	8	15

It is not currently possible to compare the progress of PMD students during Key Stage 3 over time due to the change-over of assessment frameworks. Data for current Year 9 pupils indicates that 1 pupil met and the other pupil (as a result of significant health needs) did not meet their expectations.

Analysis

Current Year 9 pupils have performed particularly well in Receptive Language and Speaking and Listening over the course of the key stage. They have performed least well in Science.

Over the past two years, pupils at the end of Key Stage 3 have performed best in Expressive/Receptive Language and Speaking and Listening. They have performed least well in Reading.

Action Points

- Investigate the dip in Science at Key Stage 3 and determine any necessary interventions/resource implications
- Continue work on improving standards in Reading through the development of phonics groups, SpLD interventions, resourcing and the provision of appropriate AAC strategies for individual pupils.

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END OF KEY STAGE ATTAINMENT

Accreditations

Accreditations Achieved

	No of pupils entered	Accreditation	No at expected level	No exceeding expectation	No below expectation	Average Perf Points
English	2	Entry Level	1	0	1	3
Maths	5	Entry Level	2	3	0	13
Science	0					
ICT	2	BTEC	2	0	0	36
PE	4	Entry Level	3	1	0	14
ASDAN Personal Progress	7	Entry Level	7	0	0	13
Hair and Beauty	3	Entry Level	3	0	0	7
C+G Horticulture	6	Level 1	6	0	0	22
Art	1	GCSE	1	0	0	40
Creative Media	4	Entry Level	4	0	0	7
Humanities	3	Entry Level	3	0	0	10

Analysis

Pupils have performed particularly well in ICT, Horticulture and Art. Horticulture and Art are examples of pupils being offered a bespoke curriculum that challenges them further. Pupils appear to have performed less well in English. There has been a significant increase in the number of pupils accessing accreditation

Action Points

- Ensure that pupils are submitted for accreditation at the appropriate time
- Ensure that accreditation pathway documents are available for all Year 10 and above pupils so that their expectations are clear to all staff

END OF KEY STAGE ATTAINMENT

Accreditations cont...

School Performance Points

School Performance Points have been calculated using the 'old' National Indicators. Currently, this is used as a notional measures which allows us to compare achievements over time for the pupils at Chadsgrove.

In addition, pupils have been awarded a single point for each unit achieved as part of their ASDAN course work. This is to enable the achievements of pupils with severe or profound and multiple learning difficulties to be recognised.

Key Stage 4- Year 11 Points achieved by the end of Year 11	MLD Pupils	SLD Pupils	PMLD Pupils
2015-2016	51	15.5	2
2016-2017	58	4.4	No yr. 11 PMLD
2017-2018	63.6	6.3	2.2
Key Stage 4 and 5 – Leavers All accreditations in Key Stages 4 and 5	MLD Pupils	SLD Pupils	PMLD Pupils
2015-2016	115	19.3	1
2016-2017	98.5	20.6	6
2017-2018	180.3	38.7	16.3

Analysis

There has been an increase in the average performance points gained by all pupils at key Stage 4.

There has been a significant increase in average points gained by leavers with moderate learning difficulties. Results are likely to be affected by the small cohort size (3) and one of these pupils being particularly gifted and able to access GCSE and Level 2 qualifications.

There has also been a significant improvement in performance points of leavers with severe or profound and multiple learning difficulties. This is likely to be the result of them accessing a greater number of appropriate accreditations, including those at off-site provisions such as City and Guilds Horticulture at Thrive

Action Points

- Ensure that accreditation pathway documents are available for all Year 10 and above pupils so that their expectations are clear to all staff
- Transfer any accreditations that have been achieved over the past two years to the 'new' national indicators. This will allow comparisons to be made for those pupils able to access such accreditations

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Pupils with Profound and Multiple Learning Difficulties

Routes for Learning has been used for the first year in order to track the progress of pupils with very complex needs for whom other linear assessments are inappropriate and do not effectively demonstrate the progress being made.

Pupils have been awarded 1 point for every percentage step of progress made e.g. 1.38 to 1.50 is 12 points

Data for current year is shown below:

<u>Year Group</u>	<u>Average Progress</u>
Key Stage 1	32
Key Stage 2	28
Key Stage 3	22
Key Stage 4	27

Analysis

Pupils have generally performed as we would have expected, with the rate of progress being greater amongst younger pupils and 'levelling' off as the pupils get older. The Key Stage 4 figure appears skewed by one pupil performing exceptionally well. With that data omitted, results for this group of pupils is reduced to 10.

Action Points

- Consider, along with other pupils in school, work on improving standards in communication skills through the provision of appropriate resources and AAC strategies
- Re-introduce MAPP data as a means of determining progress within the three areas of early learning so that judgements can be made across the curriculum

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REVIEW OF WHOLE SCHOOL PERFORMANCE TARGETS 2017-2018

Target	Evaluation
Target 1 80% of Key Stage 4 pupils with severe learning difficulties will access an appropriately challenging accredited course	All SLD pupils at Key Stage 4 have accessed an appropriately challenging course so this target has been achieved
Target 2 The average points progress in Mathematical development for Early Years pupils will increase from 46 to at least 55	The average point's progress has been increased to 71 so this target has been easily achieved
Target 3 80% of pupils with PMLD will achieve the annual review target set for them in Early Communication Skills	89% of pupils achieved the target set for them in Early Communication Skills so this target has been achieved
Target 4 60% of all pupils (excluding those with extended absences due to ill health) will achieve all of their annual review targets	35.5% of pupil achieved all of their targets, so this particular target has not been met. The average percentage of targets that were met was 80.2%

WHOLE SCHOOL PERFORMANCE TARGETS 2018-2019

Target
<u>Target 1</u> All pupils in Year 10 and above have an appropriate accreditation pathway and (with the exception of those absent for extended periods of time) are at least meeting expectations within this
<u>Target 2</u> Average progress indicators for Reading will increase by at least 1 point for all SLD and MLD pupils in Key Stages 1 to 4
<u>Target 3</u> 80% of the most vulnerable pupils in school will make at least expected progress in reading and writing
<u>Target 4</u> 83% of all EHCP targets set at annual review during 2018-2019 will be met

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