



School Development Plan

2015/2018

“Extending Educational Entitlement

whilst

Continuing to Challenge and Innovate”

Evaluation: Academic Year 2014-2015

This year has been an exciting and inspiring year with new research and developments in the curriculum leading to staff enhancing and challenging practice, already this work is having a direct impact on the quality of teaching and learning. The school said a fond farewell to Jenny Boyd who has led the school for 11 years and was suitably honored by being awarded an MBE in May 2015. The Governing body appointed Zoé Evans as the new Head teacher in June, having previously been Deputy at the school for 7 years.

The timing of Jenny's resignation has meant that for at least one term the new Head will be working without the support of a Deputy but with the full backing of the Governing Body and the two senior teachers. It was decided due to the 19-25 pilot and the expansion of our Early Years department it would not be appropriate to move either senior teacher to an Acting Deputy role as they are both directly impacted by these major areas of development.

We also bid a fond farewell to Caroline Robins who has taught at the school for eleven years; Caroline led on our development of Gross Motor and has championed and increased the opportunities for movement to be embedded in daily practice. Caroline has decided to expand her knowledge and expertise and is moving to Springwell School, providing Caroline professional development in the area of autism and severe learning disabilities. Other leavers include two of our long standing Lunchtime Assistants who have both seen the school grow and develop; Kath Jennings and Hazel Baron will both be missed as they worked tirelessly for the school. Two of our SSA's are leaving us, one to travel and I am delighted to say the second is continuing our tradition of growing our own expertise and Sam Arthur will begin his teacher training in September 2015.

In July 2015, at what felt like the eleventh hour, we received confirmation that we could, working in collaboration with City College, run a pilot year for 19-25 year olds. Rosewood will be sub-contracted by City College to deliver, on the school site, the curriculum and be monitored by the College. A full contractual agreement should be in place by early September 2015. Southampton LA have been extremely supportive and creative in the development and funding of the project and are positively working with the school to develop a secure provision for 19-25 year olds within the City.

The school and Governors have been guided by the work of Margaret Porter to establish a "Governance Manual" and to ensure all Governors fully understand the Scheme of delegation and their duties within this. A new Clerk to Governors has been appointed to address the area of development highlighted in last years OfSTED Report (July 2014) "Strengthen the records of governing body meetings that reflect the level of debate, rigour and challenge that takes place". The decision to appoint a Business Manager to join the Senior Leadership team should also strengthen the systems and delegation of duties. This decision followed the decision of our bursar Joan Turner leaving, Joan is to be commended on the systems and practice she has put in place and training a member of the admin team in financial duties. Key personnel have identified improvements and developments for the year ahead both for teaching and learning and overall running of the school. The final evaluation of tasks detailed in 14/15 SDP is stored by the Head.

Main Aims:

Leadership:

- L1. To maintain and enhance the robust and challenging leadership of the school.**
- L2. To identify potential leaders and develop strategies for succession planning.**
- L3. To pursue the development of Post 19 provision**
- L4. To ensure standard of teaching and learning are consistently high and challenged.**
- L5. To ensure research underpins development of provision and practice across all areas of school life.**
- L6. Development of the learning environment to continually meet the needs of the learners.**

Governance:

- G1. To ensure new Head is supported and offered professional development opportunities**
- G2. To ensure high standards and execution of Statutory duties of Governance**
- G3. To ensure financial duties, responsibilities and delegation of duties meets all statutory requirements.**
- G4. To establish a Governance timetable and schedule of annual duties to be monitored by whole committee.**
- G5. To develop and extend Governance structures to meet the company requirements to establish Post 19.**
- G6. Establish self-review and monitoring systems to ensure Governors are able to meet the requirements of Governance.**

Finance, Business and Administration:

- FA1. To develop systems and approaches that fully enable the functioning of the school and ensure high standards and value for money**
- FA2. To ensure accountability and structures of responsibility are fully embedded into day to day practice**
- FA3. To monitor the financial and business practice of the school, keeping the Head and Governing body fully informed of risk**
- FA4. To develop a plan for the expansion of the school to include a company to deliver Post 19 education**

Assessment and Curriculum:

AC1. Assessment, curriculum and planning to be reviewed, developed and improved to reflect the population and needs of the learners on a cyclical improvement schedule.

AC2. All staff to be trained to use and implement ImPACTS and extended ImPACTS

AC3. High quality training and INSET to be provided to meet whole school and individual staff needs informed by Performance Management.

AC4. Ensure whole school moderation of the assessment process.

AC5. Develop the use of data to inform whole school improvement planning as well as individual learning challenges

Teaching and Learning:

TL1. To develop approaches, environments and resources that ensure high quality of delivery of learning across the whole school day

TL2. To ensure planning and assessment are providing routine learning opportunities for every child, every day.

TL3. To ensure monitoring and evaluation of teaching and learning is consistently high and challenging practice

TL4. All learners to have access to well qualified, trained and responsive staff at an adequate level according to their need.

Enrichment:

E1. To raise confidence and skills of staff delivering and using music to support learning opportunities

E2. To use the arts to develop wellbeing and self-esteem for all learners

E3. To review balance of planning to look at “enrichment” planning across the timetable.

E4. To continue SOCCO exchanging Notes research to develop evidence based findings on the impact of music on learning.

E5. To develop a programme of enrichment opportunities annually provided and funded across the whole school.

Therapy:

T1. To build on and develop stronger working partnerships and planning approaches with education

T2. To develop therapy team and establish effective working timetables

T3. To develop and sustain effective working with families, co-ordinating and liaising with other services.

Community:

CTY1. To launch the “Family Charter” and develop from feedback gathered.

CTY2. To continue to develop Team Around the Child practice by increased engagement with families.

CTY3. To establish support groups to meet groups from within families more effectively e.g. Dads, siblings, grandparents.

CTY4. To continue existing and build further links with other PMLD providers using ImPACTS offering opportunities for initial and extended training from the school.

CTY5. To develop closer working relationships with Southampton Special Schools via teaching Schools and Curriculum links.

CTY6. Strengthen and develop working relationships with Respite and Outreach providers

CTY7. Provide an annual social activity for families and staff.

The Hub and Hub 19:

- H1. Pilot and developing bespoke 19-25 provision that reflects the needs of adult learners and allows for continued educational opportunity.**
- H2. To have a range of accreditation options that are reflective of the needs of the learners and are valued by learners.**
- H3. To establish, with other stakeholders, the continuation of the Pilot and the vision for a purpose built provision.**
- H4. To meet the needs of Southampton youngsters 16-19 with SLD and additional physical and sensory impairments alongside the schools population of 16-19 year old learners with PMLD**

Early Years:

- EY1. Development and continuation of “Stay and Play”**
- EY2. Development of “Outdoor learning Opportunities”**
- EY3. Development of Supervision to impact on quality of teaching and learning across the department**
- EY4. To review the management and organisation of the staff and the pupils to ensure all learners’ needs are met.**
- EY5. Development of Gross and Fine Motor learning opportunities**

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Academic Year 2015/16

Leadership: (L1; L2; L3; L4; L5; L6)

- **New head to appoint, alongside the Governing Body, a Deputy head**
- **To appoint a School Improvement Partner (SIP) to challenge leadership team**
- **To reassign Key Skill leadership roles and identify required skills for future appointments.**
- **To meet with stakeholders and review Post 19 pilot**
- **To agree Governance and structure of a new company to achieve ownership of next Post 19 pilot year**
- **To work with New Schools Network, DfE, EFA and LA to pursue capital build funding.**
- **To provide leadership training to Senior and aspiring middle leaders**
- **To update “older” section of the school, producing a works schedule and costing.**
- **L7. Introduce a new on-line performance management system, including 360 appraisal**

Governance: (G1; G2;)

- **Roles and responsibilities of Governing Body implemented and shared with school staff**
- **To complete a self-evaluation exercise as an individual then as a whole Governing body**
- **To appoint a professional to advise and support Governors to set performance targets for the new Head**
- **To monitor the impact of the School Business Manager (SMB) and ensure training and support to execute duties**
- **To continue to challenge the education and provision and visit assigned classes**
- **To ensure and challenge the leadership to provide value for money**

Finance, Business and Administration: (FA1; FA2;FA3; FA4)

- To appoint a new admin assistant to support existing roles
- To review current systems with School Business Manager (SBM) to look at efficiency and effectiveness of existing systems
- To train SBM in requirements of EFA Funding Agreement and financial systems used within the school
- SBM to look at models for company structures in consultation with Head and Governing Body
- To ensure all admin team work to and understand the “Beliefs and Aims” and “Philosophy” of the school.

Assessment and Curriculum: (AC1; AC2; AC3; AC4)

- To have a new complete set of Updated and approved ImpACTS by June 2016.
- ECT Curriculum to be have been written and Extended ECT Assessment completed June2016
- Cognitive Skills Assessment and Curriculum rewrite to be completed (Assessment Dec 2015 Curriculum June 2016)
- PSEWB SH and SA Assessment rewrite to be completed June 2016
- Physical Skills gross Motor Curriculum rewrite to be completed June 2016
- Communication assessment to be reviewed and rewritten June 2016
- INSET day for whole staff tem on Cognitive development February 2016
- INSET day Communication focus Updates to Assessment 11th April 2016
- INSET day Gross Motor and use of Dance, plus MH Update 6th July 2016
- Extended Cognitive assessment trialled
- Rewrite of Extended Communication Assessment – Expression Strand
- Updates and rewrites to have professional dialogue and discussion at staff meetings to ensure all teachers are fully involved and aware of development work and moderating assessments

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Teaching and Learning: (TL 1; TL2; TL3; TL4)

- Vision and values and priorities for the year as part of planning and preparation INSET 1st September 2015
- Teacher- led INSET in departments/classes focus on “ Teacher as Leader of Learning”
- Autumn term Focus for monitoring and observation “Key Skill Coverage” through monitoring of planning files and class observation
- Spring term focus for observations “impact of CVI training” on class practice
- Summer term Observation quality of “Cognitive skills teaching”
- To devise a plan for SSA’s and LTA’s who wish to complete NVQ’s to achieve through on the job training opportunities.
- To plan attendance on external courses, as they become available to support the priorities of the SDP
- Rewrite the teacher’s Handbook to reflect recent changes in planning and curriculum expectations.

Enrichment: (E1; E4; E5)

- Initial meeting in Autumn Term with Ignacio to plan terms work
- To meet and discuss with Jill additional enrichment opportunities, one whole school per term Christmas and 2 family days
- To invite Ignacio to staff business meeting to discuss work and approaches
- Sarah M to share at a Business meeting the sessions she has been trialling in class

Therapy:

- To develop a competency checklist for education staff linked to induction and basic training requirements
- To review the physical skills curriculum in light of new research and developing practices
- To establish a joint orthopaedic clinic held at school
- To redesign physiotherapy programme format

Community: (CTY1; CTY2; CTY3; CTY4 and AC5)

- Production and sharing of the “Family Charter” with families
- To discuss and review the access to school and support of Dads
- Evaluation of Green files to be sent to Respite and Naomi House and feedback actioned
- Invitations to ImPACTS schools to attend INSET days being ran by the school
- Training on ImPACTS to continue to be offered to interested schools and links explored with Pupil Asset to produce commercial package.
- Development of closer working links to be explored with Cedar School based on existing model with Great Oaks
- Create a team to plan and organise family BBQ for the Summer Term

Post16: (P1; P2; P3)

- To implement AQA Unit Award linked with students’ PAP
- Review and improve progress for PMLD students

- To work with partner schools to develop moderation of Extended ImPACTS for students with SLD
- To organise a residential experience for Hub 19 students to support preparation for Adulthood.
- To look and develop marketing strategies for The Hub across the City and Hampshire
- To continue learning partnership with great oaks and develop opportunities to include Cedar school.

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Early Years: (EY1; EY2)

- To develop a supervision programme across the department that supplements school appraisal process.
- To respond and write “Rosewood Approach to baseline assessment” and implications of “integrated reviews”
- To look at existing provision for Under 2’s in the City and a way forward for Rosewood to develop support.
- To focus as a whole department on improving functional positioning and maximising opportunities for movement.
- To continue to improve opportunities for learners with CVI to use their vision.
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