

# Coppice School Development Plan 2019-20

Constructed by: SLT July 2019  
Shared with Governors: October 2019  
Shared with all staff: September 2019

## Review dates:

10 December 2019

17 March 2020

23 June 2020

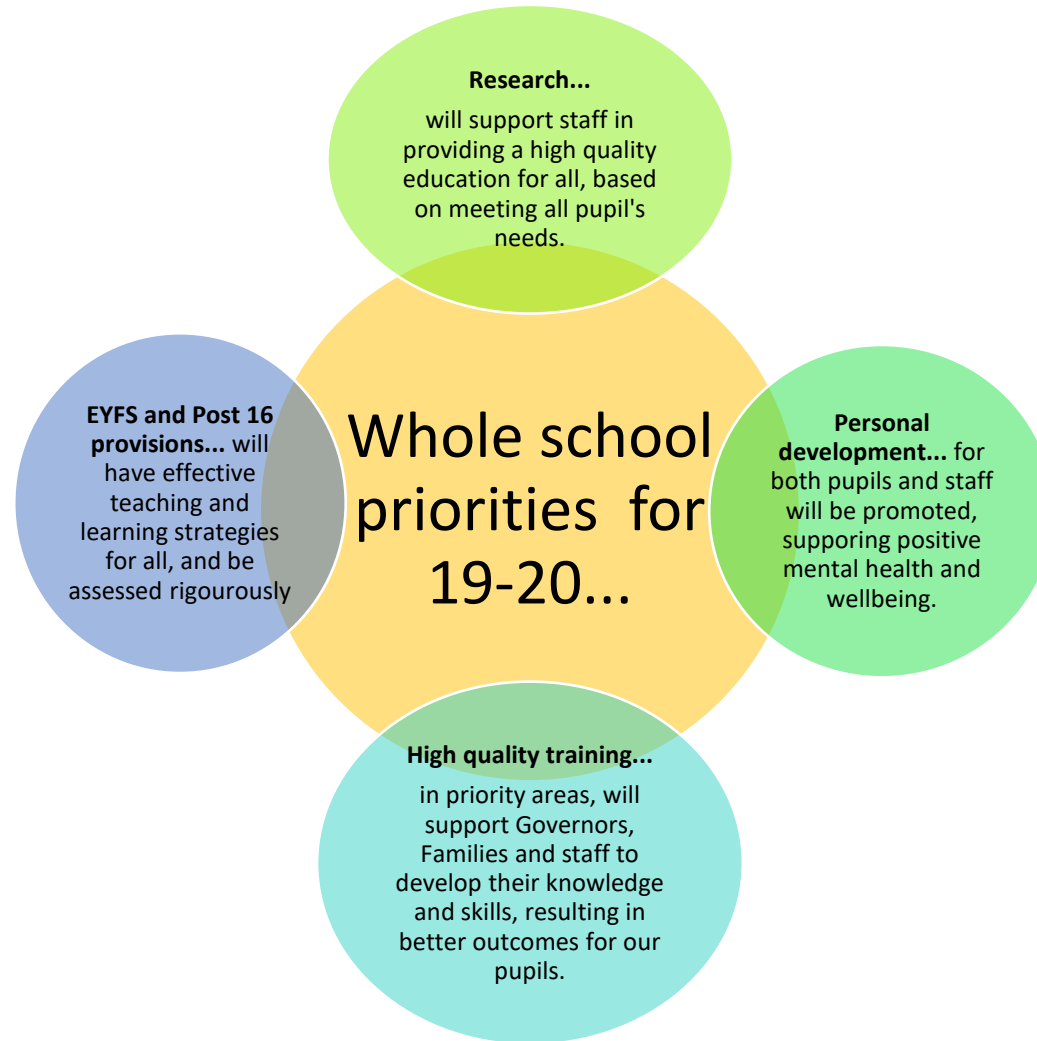
## Our Vision

*'To support all children and young people to hold their rightful place in society, equipped with the; knowledge to shape their own futures, skills to lead an enriched and healthy life and voices to make a positive contribution in the world.'*

## Our Values

*We are kind, We try our best, We prepare for the future*

SDP Overview for all stakeholders



Effectiveness of Leadership & Management		Whole School Key Priority: <i>“Stakeholders will engage with professional development activities, informed by robust triangulation systems, developing their knowledge and understanding of our school priority areas, resulting in the best outcomes for our pupils”</i>				
SEF	Key Areas	Key Priorities	Time	Lead	Cost	Proposed Outcomes
	<i>K1: Triangulation (Knowledge)</i>	<ul style="list-style-type: none"> <li>Ensure all data and sources are triangulated in line with the new assessment system.</li> <li>Establish a smaller number of change teams to research and implement whole school change.</li> </ul>	Termly	KO LA NS	Time	<ul style="list-style-type: none"> <li>Accurate and thorough information ensures swift interventions, so that no pupil is left behind.</li> </ul>
	<i>K2: Governance &amp; Stakeholders (Voices &amp; Knowledge)</i>	<ul style="list-style-type: none"> <li>Develop the skills and knowledge of Governors to enable them to support leaders in improving both outcomes and the quality of teaching, learning and assessment across school, using a strategic plan for governance.</li> <li>Governors to develop an effective strategic plan for the professional development of governors.</li> </ul>	Autumn 2 - Ongoing	LA KO	Time	<ul style="list-style-type: none"> <li>Governors will provide effective support and challenge in all areas of the school’s work, to improve outcomes for pupils.</li> <li>Learning and development is extended beyond the school day.</li> </ul>
	<i>K3: Parental Engagement (Voices &amp; Knowledge)</i>	<ul style="list-style-type: none"> <li>Use the EEF ‘Parental Engagement’ research as a foundation for effective practice, creating a bespoke school action plan.</li> <li>Work with parents to ensure that progress for their children in all areas of development is facilitated and celebrated, and review the impact.</li> </ul>	Autumn 1  Ongoing	SJ AC	£500	<ul style="list-style-type: none"> <li>Parents and families are supported in areas that are important for themselves, and their children.</li> </ul>
	<i>K4: Continued Professional Development (CPD) (Knowledge)</i>	<ul style="list-style-type: none"> <li>Develop an annual professional development plan for 2019/20 and ensure the impact of CPD Is monitored and aligned to SDP.</li> </ul>	Autumn 1 - Ongoing	NS	£10,000	<ul style="list-style-type: none"> <li>Whole school and individual priorities are met through high quality CPD, leading to better outcomes for all children.</li> </ul>
	<i>K5: Middle Leaders (Knowledge)</i>	<ul style="list-style-type: none"> <li>Continue to develop the knowledge and skills of middle leaders so that they can monitor the provision in their areas of responsibility whilst simultaneously leading on agreed initiatives.</li> <li>Ensure middle leaders have a whole school understanding of strengths and areas for development.</li> <li>Provide opportunities for middle leaders to work with colleagues in other settings to support school improvement.</li> </ul>	Autumn 1 – Ongoing	KO LA	Time + CPD budget	<ul style="list-style-type: none"> <li>All leaders understand school initiatives, to drive whole school improvement together.</li> <li>Career development supports both short and long term succession plans.</li> </ul>
Research	<p> <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/</a>  <a href="https://www.nga.org.uk/Home.aspx">https://www.nga.org.uk/Home.aspx</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a>  <a href="https://tdtrust.org/research/dfc-cpd-standard">https://tdtrust.org/research/dfc-cpd-standard</a>  <a href="https://www.gov.uk/guidance/national-professional-qualification-for-senior-leadership-npqsl">https://www.gov.uk/guidance/national-professional-qualification-for-senior-leadership-npqsl</a> </p>					

Quality of Education		Whole School Key Priority: <i>“Ensure a high quality education informed by research, is provided to our pupils, focused on their individualised needs, and that progress against their individual outcomes is accurately assessed by thorough and meaningful assessment programmes”</i>				
	<i>K6: Quality of Maths, English and Computing provision (Knowledge)</i>	<ul style="list-style-type: none"> <li>Continue to develop appropriate and meaningful Maths &amp; English Curriculums, including the intent, approaches in which the curriculums will be implemented, and the impact they will have on our pupils.</li> <li>Develop, and resource an appropriate and meaningful Computing Curriculum for our students.</li> </ul>	Spring  Summer	ELT Change Teams Teachers	£2000  £5000	<ul style="list-style-type: none"> <li>Improved subject knowledge of staff, and increased confidence to deliver high quality Maths, English and Computing at a developmentally appropriate level.</li> <li>Assessment of the most relevant areas to individuals, will ensure pupils make rapid and sustained progress towards accurately set EHCP and personalised targets.</li> <li>Moderation will provide secure judgements and subsequent target setting will be more accurate.</li> <li>All pupils’ needs will be met and provided for, so that no pupil(s) are left behind.</li> <li>A research based culture will be developed through case studies and projects.</li> </ul>
	<i>K7: Assessment (Knowledge)</i>	<ul style="list-style-type: none"> <li>Develop a plan with clear actions and milestones, for the implementation of the new assessment system.</li> <li>Ensure progress towards targets set is accurately monitored, and rapid action is taken for those pupils at risk of underachievement.</li> <li>Continue to work with other special schools with a focus on exploring and developing assessment.</li> <li>Externally moderate judgements.</li> <li>To increase knowledge and understanding of the 7 areas of Cognition and Learning.</li> </ul>	Autumn 2	SLT Change Teams	£4000	
	<i>K8: SEND (Knowledge)</i>	<ul style="list-style-type: none"> <li>Continue to develop staff knowledge and understanding of sensory and specific needs, and how this impacts on teaching and learning.</li> <li>Develop staff knowledge and understanding of child development.</li> </ul>	Spring 1	SLT Change Teams	£3000	
	<i>K9: Research (Knowledge)</i>	<ul style="list-style-type: none"> <li>Develop a research based approach to teaching and learning tailored to the needs of our staff and pupils.</li> </ul>	Summer	SLT Research lead	£1000	
Research	<p style="text-align: center;"> <a href="https://www.gov.uk/national-curriculum">https://www.gov.uk/national-curriculum</a>  <a href="https://www.gov.uk/government/publications/rochford-review-final-report">https://www.gov.uk/government/publications/rochford-review-final-report</a>  <a href="https://researchschool.org.uk/">https://researchschool.org.uk/</a>  <a href="https://the-iee.org.uk/wp-content/uploads/2019/03/Engaging-with-Evidence.pdf">https://the-iee.org.uk/wp-content/uploads/2019/03/Engaging-with-Evidence.pdf</a> </p>					

Personal Development & Behaviour and Attitudes		Whole School Key Priority: <i>“Empower pupils and staff to be equipped with the knowledge and skills needed for their personal development and growth, including positive health and wellbeing”</i>				
	<i>K10: Relationship, Health Sex Education (Healthy lives &amp; Voices)</i>	<ul style="list-style-type: none"> <li>Develop the teaching of Relationship, Health and Sex Education appropriate to the developmental level of each pupil in line with statutory guidance.</li> </ul>	Spring	CD SLT	£1000	<ul style="list-style-type: none"> <li>Staff will deliver high quality RSE lessons, enabling pupils to have more awareness and empowerment over the choices they make regarding relationships, health and sex.</li> <li>Staff and pupil knowledge of RSE will be increased, ensuring pupils are safeguarded to the best of our ability.</li> <li>Positive staff and pupil wellbeing will be a high priority.</li> <li>Pupils thoughts, ideas and opinions will be represented.</li> <li>Art, Music, Sport and Cultural opportunities for all, will be planned and valued, ensuring pupils have access to a range of meaningful enrichment.</li> <li>Behaviours that manifest as challenging, will be highlighted and strategies will be implemented quickly, resulting in less stress for the pupil and others, tackling the root cause of the behaviour.</li> </ul>
	<i>K11: Social, Emotional, Mental Health (SEMH) and Wellbeing (Healthy lives)</i>	<ul style="list-style-type: none"> <li>Create a whole school approach to developing positive mental health and wellbeing for all of our pupils and staff.</li> <li>Implement systems to track pupils SEMH needs using pupil progress meetings and new assessment systems.</li> </ul>	Summer	SLT TC	£2000	
	<i>K12: Pupil Voice (Voices)</i>	<ul style="list-style-type: none"> <li>Re-design the role of pupil voice lead and how pupils’ thoughts and opinions are represented.</li> </ul>	Spring	TS	£500	
	<i>K13: Social, Moral, Spiritual and Cultural (Rightful Place in Society)</i>	<ul style="list-style-type: none"> <li>Improve the current offer in Art, Music, Sport and Culture in line with the Enrichment and Entitlement offer.</li> </ul>	Summer	SLT AP JS	£2000	
	<i>K14: Behaviour Analysis (Rightful Place in Society)</i>	<ul style="list-style-type: none"> <li>Create a research based system to ensure that behaviours are analysed with rigour, and strategies are in place to reduce behaviours.</li> </ul>	Autumn	SLT	£500	
Research	<a href="https://www.gov.uk/government/publications/relationships-education-rse-and-pshe">https://www.gov.uk/government/publications/relationships-education-rse-and-pshe</a> <a href="http://www.laughology.co.uk/pshe-lessons/happy-centred-school-pshe-programme">http://www.laughology.co.uk/pshe-lessons/happy-centred-school-pshe-programme</a> <a href="https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools">https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools</a> <a href="https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload">https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload</a>					

Effectiveness of EYFS and 16-19 study programmes		Whole School Key Priority: <i>“Ensure through research, that teaching and learning in EYFS and post 16 is effective and meaningful for all pupils, and is assessed by rigorous systems that show small steps in progress in all areas”</i>				
	<i>K15: Assessment EYFS (Knowledge)</i>	<ul style="list-style-type: none"> <li>To continue to develop a tracking system that highlights small steps in progress for pupils working at 0-11 months to 8-20 months.</li> <li>Develop a system to show progress in play schemas through ipsative data.</li> </ul>	Summer	Jo W KO	£Time	<ul style="list-style-type: none"> <li>An appropriate and meaningful assessment package will be created, enabling staff to show small steps in progress in all areas from pupil starting points, resulting in individualised and targeted learning activities (EYFS)</li> <li>The use of play and play schemas will be an integral part of the EYFS curriculum, ensuring all pupils are more engaged in learning, and therefore make better progress (EYFS)</li> <li>Pupils to produce high-quality coursework that has been moderated externally, resulting in qualifications in areas relevant to them.</li> <li>Be part of a post 16 working group, that will quality control, and offer challenge and critique, ensuring the highest standards for our curriculum offer.</li> </ul>
	<i>K16: Pedagogy EYFS (Knowledge/ Skills/ Rightful Place in Society)</i>	<ul style="list-style-type: none"> <li>To explore play schemas as a means to teach pupils how to develop play skills, resulting in higher engagement with learning activities.</li> </ul>	Spring	Jo W	£300	
	<i>K17: Assessment and Moderation 16-1 19 (Knowledge)</i>	<ul style="list-style-type: none"> <li>Form/ Join a working group across other SEND/ FE settings to develop staff knowledge and skills regarding accreditation and examinations.</li> <li>Moderate work across the working group, including accreditation, including Prince’s Trust.</li> <li>Use the whole school assessment system to track pupil progress in sixth form.</li> </ul>	Autumn  Spring – onwards	SG/ TS  SG/ TS KO	£300  £Time	
	<i>K18: Curriculum Offer 16-19 (Knowledge/ Skills/ Rightful Place in Society)</i>	<ul style="list-style-type: none"> <li>Form/ Join a working group across other SEND/ FE settings to ensure that our curriculum offer is meaningful and appropriate for all of our pupils.</li> <li>Create a new prospectus reflecting our curriculum offer.</li> </ul>	Autumn  Spring 2	SG/ TS  SG/ TS	£50	
Research	<a href="https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers">https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers</a> <a href="https://www.preparingforadulthood.org.uk/">https://www.preparingforadulthood.org.uk/</a> <a href="https://education.gov.scot/improvement/learning-resources/schematic-play">https://education.gov.scot/improvement/learning-resources/schematic-play</a>					