



**BENSHAM MANOR School**

## **SCHOOL DEVELOPMENT PLAN**

**JULY 2015 – September 2016**

### **Key Aims**

- Raise, monitor and celebrate the achievements and diversity of our pupils
- Develop excellent teaching to enhance learning
- Facilitate an appropriate, well resourced, flexible, accredited and imaginative curriculum
- Provide high quality care, guidance and support ensuring everybody matters, feels respected and has a voice
- Maintain an ambitious and clear direction towards continued improvement

## Outcomes for Pupils

**Context: The achievement and progress of pupils in the school is outstanding because of the ambitious expectations of staff and the exceptional curriculum offer and the range of enrichment activities to enable the pupils to achieve their ambitious targets. Consequently pupils make exceptional progress from their starting points in most subjects and especially English and Maths.**

SIP Ref	Issue	Objective/Outcome	Action by	By When	Resources/ Cost	Date: Sept 2016 Monitoring Progress
1.1	Whole group sessions reconciled with differentiated teaching.	Group session planning that accommodates individualised learning.	a) Further staff training in phonics FR.	Feb 2016	SLT time	All have IEPs and curriculum targets. Further work needed to ensure 4 at least 60% of maths teaching is outstanding. KS3 whole school accelerated reading continuing to have positive impact on reading ages, introduced September 2014. Increase progress in reading age. FR doing analysis of progress to Achievement Committee 9/16.
1.2	Further embed literacy and communication skills across the curriculum.	To provide more individual/group support. Develop the curriculum for listening skills and social interaction skills.	a) Staff Training b) Roll out further ELKAN training c) Appoint another ft SALT (nqt)	April 2015	£30,000 FT Salt Plus Supervisor	LP full time SALT replaced EB LP and BC completed ELKAN Trainer qualification Dec 2015. Course began Jan 2016. Offered training to St Nicks and School in Learning through Challenge (our School Alliance partners). NHS SALT having more impact Appointed fixed term (18month) SALT for 9/16 start
1.3	Enhance Curriculum and accreditation via Pathways, Foundation Learning and more GCSEs. New 3 year KS5 programme to better suit needs	Broad, balanced and well suited curriculum pathways for all needs Ensuring all pupils are challenged.	a) Teacher/Subject Leader Performance Management targets linked to co-ordinate whole curriculum. b) Best Practice visits for teachers	March 2015  June 2016	SLT Time £1000 training  £2000 Back fill	All teachers have curriculum based PM target. Solid co-ordination/planning across Pathway Delivery led by JH/LM/SH. Much clearer direction for all KS4 and KS5 accreditation.  All teachers and TAs have made best practice visits to schools this year.
1.4	Further develop opportunities for KS4/KS5 attend college.	Enhance provision by improving transition experiences.	Pupils attend college one day a week. Link course from autumn term.	Autumn 2015	£12,000	All Year 11 and Year 12 pupils involved in College Link Programme – positive benefits to transition and independent learning. Post 16 have renewed links with Croydon College. Early discussions about Year 10/11 vocational option at Croydon College
1.5	Further develop and co-ordinate Functional Skills across the curriculum.	Further develop strategies to support functional skills in all lessons to consolidate skills, learning and boost self-esteem and independence.	Develop a whole school Functional Skills strategy to support these skills in all lessons. Further develop ICT strategy and E safety Committee. Appoint an ICT specialist from Autumn 2016	May 2015  Feb 2016	£1,000	E Safety Policy ratified. E Safety committee in place including Governors. E Safety training for all stakeholders (staff, parents/carers, pupils, Governors) 2015 very successful. Safer Internet Day Feb 2016. ICT specialist appointed ZH (ICT graduate) to offer ICT full time. Appointed graphic designer to support introduction of Digital Media into curriculum 9/16
1.6	Outreach developed in line with LA offer. Achieve ELKAN Communication Friendly status	Support LB Croydon's offer in Bensham Manor Schools' area of speciality.	FR/BC/LP continue to deliver outreach measuring impact.	Jan 2016	Staff timetabled time	Outreach offer formalised. FR, BC & LP supporting school's literacy/communication and behaviour MLD and ASD. Achieved ELKAN Communication Friendly status Nov 2015
1.7	Continue to raise profile of science across the school – GCSE Science	Continuing levels of engagement and achievement in all core subjects	Timetable to celebrate Science and Engineering week in March 2016	March 2016	£900	Staff Time Local Primary and St Nicks Year 6 invited to visiting speaker performance in March 2016. Science week great success March 2015. First GCSE Science cohort sit exams June 2016.

1.8	Safer Internet access at school and at home	Parents/carers and pupils aware of opportunity and dangers of internet access	Timetabled activities across school on E Safety Day. Set up E Safety Committee	February 2016	£600 INSET Staff Time	Support delivered and reinforced to all pupils. Plan parent/carer support for Autumn 2016 as part of tea and talk programme "How to manage the internet safely at home"
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## Quality of Teaching, Learning and Assessment

**Context: Teaching and Learning is outstanding because of the very high quality of planning for the individual needs of pupils and teacher subject expertise that leads to very good learning and behaviour. Through listening to the pupil voice teachers make learning engaging and exciting. All adults in the classroom authoritatively promote learning, and they intervene quickly where they see individual pupils having difficulties. As a result pupils make rapid progress in achieving their targets intended learning outcomes.**

SIP	Issue	Objective/Outcome	Action	By When	Resources/Cost	Date: Sept 2016 Monitoring Progress
2.1	Lesson Planning and target setting	Lessons are matched to the individual's learning needs. Staff teams adopt assessment policy ensuring immediate quality feedback. Longer lessons support independent learning.	a) Staff training focusing on learning process. b) Lesson planning based on individuals and curriculum targets. c) Teacher and TA observation cycle 2015/16	January 2015	SLT Time	Lesson observations Autumn 2015 showed greater emphasis on individual planning – staff have better understanding of preferred learning styles of pupils and incorporating a better mix and match into delivery of lessons. Better questioning and more opportunities for active and independent learning with longer lessons. Better TA engagement/confidence in marking on the spot feedback  Lesson observation 100% good or better October 2015/ May 2016. TA observations May 2016 100% good or better. Next round of observations scheduled for Autumn 2016
2.2	Pupils to have a greater awareness of how to improve in core subjects.	Pupils are aware of their targets and how to improve. Significant improvement in KS4 Maths attainment.	More effective marking and assessment so pupils know what are the next steps to improvement.	Nov 2015	SLT Time £400 printing	Achieved-Significant rise in year 11 Mathematics Entry and GCSE level. Achieved – Marking remains a whole school focus this academic year. Agreed protocol on marking in updated assessment Policy. "Book Looks" termly with good feedback, well received. Book Look cycle continuing led by JH.
2.3	TAs to be fully informed re: lesson objectives and to facilitate the learning process.	TAs skills and confidence to capture and record attainment using agreed process and protocols.	a) JA to devise and agree protocol b) JH to deliver further INSET to TAs c) TAs visit other SS	Oct 2015  May /June 2016	£500  Back fill staff £1200	Achieved - Subject based TAs fully involved in planning/delivery. Classed based TAs have variable planning involvement. TAs more involved in marking annotating work and providing "next steps".
2.4	Raise overall quality of teaching and learning.	a) Paired lesson observations with middle leaders (ML) & LA adviser b) Further partnership work with The Glebe, Cricket Green & Forum of 5	a) ML paired observation with LA Adviser  b) Life without levels, Moderation Best practice main priorities	March 2015  Summer 2016	SLT Time  SLT Time and cost of back fill Best practice visits £2500	a) Achieved (Link Adviser agreed with Judgements)  b) As well as long standing relationship with Glebe and Crocket Green. Joined Forum of 5 cross borough SS- Dove House, Garrett Park, The Park School and Carew Academy.

2.5	Prepare for first 3 year group joining post 16 Sept 2015  Succession plan for Head of post 16	A well-resourced and well thought after Post 16 that meets needs of students.  SH retiring Sept 2017	Roll up to 18.  Likely to have 3 groups from 9/17	June 2015  February 2016	Curriculum in place. Working closely with LA Transition Group to improve outcomes for Post 16 and Post 19. Need to make sure Post 16 funding in place. LA Link Adviser spent time in provision and meet with Head of post 16. Updated Post 16 SEF March 2016. Succession Planning Head of post 16 retires in August 2017.
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## Personal Development, Behaviour and Welfare

**Context: Behaviour and safety is outstanding because of the school's commitment to the holistic development of its pupils, to ensure that they are equipped with the skills and resilience needed to take a full, independent and active part in life once they have left the school. A feature of the school's empowering leadership is that when staff, both teaching and non-teaching, join the team they take on additional responsibilities, often voluntarily, to lead on activities or roles that contribute to the well-being and enrichment of the pupils. Pupils' attitudes to learning and the school are very positive, and tracking evidence shows that individual behaviour consistently improves over time. Staff know the individual needs of the pupils very well, and plan to enable the pupils to regulate their own challenging behaviours. When challenging behaviours do escalate there are very secure and sensitive systems to intervene and enable the pupil to reintegrate into learning. Attendance is above national average and exclusions are below average.**

**KPI: Provide high quality care, guidance and support ensuring everybody matters, feels respected and has a voice.**

SIP	Issue	Objective/Outcome	Action	By When	Resources/Cost	Date: Sept 2016 Monitoring Progress
3.1	Enhance awareness of 'can do attitude'	Achieve Investors in Children re-assessment and further promote "pupil voice".	School Council to prepare application for re-assessment. Supported/led by FR	December 2014	£1,500	Achieved Feb 2015
3.2	Improve staff skill base to improve pupils' behaviour management. Further develop SCERTS in all Key Stage classed	Staff to become more confident at consistent interventions to support BM. Roll out SCERTS quantifying emotional regulation	a) On-going INSET from RBA b) In-house training for peers to share effective practice c) Pupil Profiles which support effective behaviour management	Sept 2015 Feb 2016	Back fill	a) Achieved – continued targeted focus in 2016
3.3	Develop staff awareness of the range of complex behaviours in the school and importance of shared responsibility	To develop a whole school supportive framework with input from all staff In view of significant decrease interventions requiring handling	a) Refresher from school RBA on strategies to manage behaviour half termly	February 2015		All staff trained in TT philosophy/de-escalation .30% of staff team are Team Teach trained in positive handling. Behaviour refreshers well received. Individual class support where appropriate/demand
3.4	To develop further the school reward system	To have a comprehensive system of rewards and concessions that is meaningful to all pupils	a) Reward system further developed & agreed by July 2016. Involve school council.	July 2015	Staff Time	Introduction of Headteacher's Award well received 17 recipients (99% or above attendance and no recorded behaviour incidents. On course for 25 recipients July 2016.
3.5	To roll out "things I can do statements" to all pupils	Holistic development of pupils focus on independence, cohesion and confidence	Staff agree "can do" statements	March 2016	Staff Time	Statements agreed and rolled out summer term 2016.

## Effectiveness of Leadership and Management

*Context: Leadership is outstanding because it drives a strong vision for an educational provision matched to the needs of the pupils with enriched opportunities to prepare the pupils for life. This is achieved by the empowerment of staff to develop initiatives to offer this rich variety of experience. There is very strong drive for continuous improvement which operates at all levels of staff. The provision for SMSC is outstanding because pupils are continually encouraged to reflect upon their own beliefs and values and to be aware of global affairs that affect the quality of life for them and other people around the world. For example there are frequent opportunities to explore and discuss current news events, and the school's links with a Children's Home in Kenya is opening their horizons. There are a wealth of enrichment activities to promote social and cultural awareness. The school is a UNICEF Rights and Respects Champion and there is a high emphasis in PSHE and assemblies on the importance of understanding right and wrong and making appropriate choices. There are many opportunities to participate in drama and arts activities, including links with the Shakespeare Schools' project, and participation in dramatic performances with the neighbouring secondary school. The Art and Performing Arts offer within the school curriculum is very strong, as is the PE and Sports offer, which enables pupils to participate at local, regional and national events.*

**KPI: To live and grow via our Key Aims and strategic plan**

SIP	Issue	Objective/Outcome	Action	By When	Resource Cost	Date: Sept 2016 Monitoring Progress
4.1	Ensure all staff are valued and are able to give of their best toward School Improvement. Begin NAS Accreditation	Improve opportunities for whole staff CPD. Conduct skills audit of new staff.	a)CPD Action Plan in place Sept 2015. Develop online evaluation of internal and external INSET Autumn 2015 b)National Autistic Society Accreditation	November 2015  Feb 2016	£3500  £6k	Achieved. On line INSET evaluation embedded.  Awarded IIP Gold re-inspection Inspection valid until 2019  30 month timeframe. Georgina Scott OT supporting PP
4.2	Empowering SMT to drive through whole school improvement whilst beginning process of succession planning. Head & Deputy retiring Sept 2017. Soft Federation with St Nicholas from February 2016.	Develop a more sustainable and cohesive Senior Management Team.  Consultation between St Nicks and BMS Governing Bodies May-Dec 2015 re Federation	a) SMT engaged in the support and mentoring of teachers in lesson planning and delivery. b) SMT / Governors form Working Party to consider succession planning c)Joint Soft Federation Committee inaugural meeting February 2016	February 2016  February 2016	Up to £50k across two Financial years	Current Head teacher delighted to continue to lead the school through back drop of changing educational landscape. Joint INSET planned with Special School SLT and Governors 28/6.  Second meeting of Soft Federation Committee 28 June 2016.
4.3	Teachers and GB have clear understanding about strategic use of data to inform school improvement	Assessment practices fully implemented and impact raises standards and achievement	a) SLT provide support/training in interpreting and using RAISE online, benchmarking and other data including FFT b)Data is used to set challenging targets for improvement	September 2015	Staff governor time	Achieved – Achievement Committee Meeting JH provided training/analysis of KS4 data to Staff and GB in September 2015
4.4	Underachieving groups are identified through analysis of data and appropriate interventions are in place	Meet staff half termly for pupil progress meetings	a) Teachers make effective use of tracking data to identify and support pupils who have stalled. b)Data is used effectively to set and track progress against	October 2015	Staff Time	a) Achieved – continued focus in 2015/16 linked to SIMS  b) Achieved – continued focus in 2015/16 linked to SIMS  c) Achieved – continued focus in 2015/16 linked to SIMS

			<p>challenging targets based on prior attainment</p> <p>c) Data is used to identify whole school trend and under-achieving groups/cohorts leading to well-targeted actions and thus accelerated progress</p> <p>d) Targeted interventions are monitored, evaluated &amp; adapted where necessary</p>			<p>d) Achieved – continued focus in 2015/16 linked to SIMS</p> <p>Investing in “Classroom Manager” used by Forum of 5 Schools to aid comparative work and progress tracking across departments, HOD have devised bespoke tracker which will be on line 9/16.</p>
4.5	Governing Body continues to remain well focused on holding the school to account re priorities for development	Policy Review and Governor Action Plan July 2015. Scrutinize website to ensure compliant.	<p>a) Governors ensure objectives &amp; outcomes of SDP are SMART</p> <p>b) Governors draw up a list of training needs &amp; explore how to address them internally or via Governor Services.</p> <p>c) Provide opportunities to meet Governors from other special schools. BMA provided data training.</p>	<p>Governor Time</p> <p>Governor Services SLA</p> <p>Governor Time</p>	June 2015	<p>a) Achieved – continue throughout academic year</p> <p>b) Achieved – continue with governor training/services SLA</p> <p>c) Shared training with other special school Governors April 2016</p> <p>d) Website review August 2016 – working party have proposed improvements to content and presentation.</p>
4.6	SLT roles and responsibilities continue to rotate	Enhance CPD opportunities whilst enabling SLT to develop new skills	<p>A) Ensure succession planning is in place as highly competent leaders begin to earn promotion to other schools.</p> <p>b) Ensure one or two members of SLT are associate members of SLT</p>	PP	SLT Time £3000	JH I/C cover from 9/16. Consider RBA'S role extending to take over post 16 as well as KS4. Consider FR enrolling on NPQH from Autumn 2016.
4.7	BMS relationship with LB Croydon as they move to mutual traded company. Ensure alignment with other special schools.	Ensure Croydon well placed to implement policy changes arising in SEN sector. Improve outcomes for pupils with SEN		PP	SLT Time	Termly meeting with Special School Heads and Senior officers embedded.