



BENSHAM MANOR School

SCHOOL DEVELOPMENT PLAN

September 2016 – July 2017

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
- Succession plan for SLT changes due to impending retirements



OUTCOMES FOR PUPILS

Bensham Manor School has four strategic goals for Student Outcomes which are:

- To maintain high levels of progress for students in their learning within the areas of independence, numeracy and literacy
- To provide continually reviewed learning experiences that engage and motivate students to make good progress and become more rounded individuals
- To use newly developed tracking systems to identify swiftly when student(s) are falling behind and to address this promptly and effectively
- To provide personalized pathways that enable students to develop skills for the world of work if appropriate and ensure all students have routes on into college or work placements

SIP Ref	Issue	Action	Success Criteria	By When	Resources/ Cost	Monitoring Progress
1.1	Half termly Progress review meetings continue to identify under performance and to address these through appropriate interventions	Continue to use all meetings to identify underperforming students in each class and to agree and implement appropriate action. To use information to review interventions agreed and evaluate their effectiveness.	Students who are underperforming identified swiftly and actions are taken to support them to improve achievement – minutes of meetings to be available for scrutiny.	Half termly	Meeting time	Interventions are monitored termly by Leadership team following data entry – FR/RB Progress of students improves as a result of interventions – PP Reports to SLT on progress of underperformers JH
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) New Staff all ELKAN award b) Better understanding of St Nicks pupils on arrival at BMS c) 2 days of NHS Band 7 SALT 1 day of NHS assistant SALT	March 2017	£30,000 FT Salt Plus Supervisor	CO full time SALT recruited began Sept 2016 LP to run ELKAN Course April 2017 CO spend one day a week at St Nicks improve secondary transition. NHS SALT provision to have more impact with additional support from Jan 2017
1.3	Enhance Curriculum and accreditation via Pathways, Foundation Learning and more GCSEs. New 3 year KSS programme to better suit needs	Broad, balanced and well suited curriculum pathways for all needs Ensuring all pupils are challenged.	All teachers have curriculum based PM target. Coherent co-ordination across Pathway Delivery led by JH/LM/SH. 75% of teachers have made best practice visits to outstanding schools	March 2017 June 2017	SLT Time £2000 Back fill	
1.4	100% of learners continue to make outstanding progress in skills for independence and make consistent progress in skills for life	Yr11 & post 16 are provided with and engage with provision at College which is monitored and evaluated. Work experience offer provides suitable quality and exposure to skills for work in real life settings	All Year 11 ,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 Autumn 2017	Jan 2017 June 2017	£21,000	
1.5	Outreach developed in line with LA offer.	Support LB Croydon's Outreach offer in line with Local Offer.	FR& LP continue to deliver outreach measuring impact.	Jan 2017	Staff timetabled time	Outreach offer formalised. FR, LP supporting schools literacy/communication and behaviour MLD and ASD.
1.6	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 2017. Appoint second science teacher via Schools Direct June 2017	March 2016	£20k funded training place	
1.7	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. Website updated. E Safety Committee to meet termly.	February 2017	£900 INSET Staff Time	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Bensham Manor School has four strategic goals for Teaching, Learning and Assessment which are:

- To ensure consistency in the quality of teaching and learning by providing continuous leadership development and encouraging succession planning
- To work collaboratively, sharing good practice for the benefit of our pupils
- To design, implement and maintain a tracking system that monitors the impact of all provision across all key stages
- To provide current and up to date information that informs discussions with parents and other professionals to ensure rapid response to any bouts where students are not making at least good progress.

SIP	Issue	Action	Success Criteria	By When	Resources/Cost	Monitoring Progress
2.1	In conjunction with our Forum of 5 partners further develop new model of assessment of learning, ensuring all are fully confident in using and administering it.	Identify where teacher support is needed to use the assessment information consistently following each assessment round Agree actions with staff members to follow up	Planning is matched to ability and learning needs consistently in lessons. Further Increase in progress rates.	March 2017	SLT & Subject Co-ordinator Time	As well as long standing relationship with Moderation partners The Glebe (Bromley) and Cricket Green (Merton). Bensham Manor has joined Forum of 5 cross borough Special Schools- Dove House (Hampshire), Garrett Park (Wandsworth), The Park School (Surrey) and Carew Academy (Sutton).
2.2	Annual review system is fully incorporated into CM and in use by all staff. Tutors draw up and lead EHCP reviews.	Agree actions with Tutors including shadowing Review meetings Summer 2017 and twilight INSET led by FR in EHCP writing.	Staff consistently inputting information into appropriate places in Classroom Monitor (CM)	June 2017	SLT Time Twilight INSET. Cover costs moving forward	
2.3	Build on work of last 3 years upskilling TAs so all TAs are fully informed re: lesson objectives in order to facilitate consistency in the learning process.	TAs skills and confidence to capture and record attainment using agreed process and protocols.	a) JH to revise & agree protocol b) JH to deliver further INSET to TAs c) TAs visit other SS	May 2017 May /June 2017	£500 Back fill staff £4200	TAs continue to be fully involved in planning/delivery. Training has increased confidence consequently more TAs involved in marking annotating work and providing "next steps" information to pupils.
2.4	All staff are consistent in the quality of teacher assessments, and in identifying early intervention as needed for student progress	Planned assessments Including yr7 benchmarking is moderated. Therapy interventions and Access Arrangements established quickly to maximize pupil engagement,	Needs of all learners mapped to show inclusion of opportunity. Intervention monitored by SLT & Governor Committees. Progress following intervention shared and celebrated with parents/carers.	June 2017 On going	Back Fill for MEL conducting tests to determine Access arrangements	

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Bensham Manor School has five strategic goals for improving the provision of Personal Development, Behaviour and Welfare which are:

- To ensure all students know how to keep themselves safe from harm including from extreme views and on line
- To maintain and further develop effective approaches to positive behaviour management to ensure all learners are engaged in learning and making progress.
- To have effective partnerships with external providers to support the needs of those learners with extreme challenging behaviours.
- To provide high quality recording of behaviour management issues to track learner's behaviour patterns in order to provide interventions.
- To improve attendance and reduce persistent absenteeism

SIP	Issue	Action	Success Criteria	By When	Resources/Cost	Monitoring Progress
3.1	Use UNICEF Rights and Respect award: Inclusion Quality Mark IQM(Flagship School): Investors in Children Award: School's Health and Safety Award and National Autistic Society Award to provide quality assurance for Stakeholders to ensure school ethos and key aims are front and centre.	School Council to prepare for re-assessment. Supported/led by FR. Bursar to lead on Health and Safety KITE MARK ensuring all Risk Assessments are updated and all staff have appropriate training eg First Aid, Team Teach, H&S. Multi- disciplinary Committee joint leading NAS accreditation		June 2017	£5,500 plus Lead's time	All Achieved – reports on website except IQM March 2017, NAS Dec 2017
3.2	Further Improve staff skill base even more proactive (support & environment plans). Further develop SCERTS approach in 3I Key Stage classes	On-going INSET from RBa and Therapy team. In-house training for peers to share effective practice	Staff become more confident with consistent planned interventions to support behaviour management. SCERTS approach supports emotional regulation of most complex pupils	On- going through school year.	Back fill and INSET £3500	All staff trained in TEAM TEACH philosophy/de-escalation .30% of staff team are Team Teach trained in positive handling. Half termly behaviour refreshers well received. 2 days Team Teach course 12 more staff April 2017. RB renewing Trainers licence March 2017
3.4	To develop further the school reward system and Friday Assembly programme	To have a comprehensive system of rewards and concessions that is meaningful to all pupils	a) Reward system further developed & agreed by July 2017. Involve school council.	July 2017	Staff Time	a) Introduction of Head teacher's Award well received 17 recipients (99% or above attendance and no recorded behaviour incidents b) Introduction of monthly Year 11 assemblies – positive feedback
3.5	Staff collaborate with professionals internally and externally as issues arise to ensure actions / interventions are agreed for student well being	All Staff understand appropriate contact groups for each child to ensure that issues are shared appropriately with all stakeholders. Half termly behaviour analysis and intervention evaluation distributed to all staff	Strategies in place supported by multidisciplinary team for all pupils identified as needing early intervention via weekly multidisciplinary meeting with summary minutes circulated to all staff. Parents/Carers alerted and involved immediately in causes for concern.	Half termly	SLT and MD team time	See minutes of Behaviour Safety and Personnel Committee November 2016

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Bensham Manor School has five strategic goals for improving the effectiveness of leadership and management which are:

- Leaders and Managers have a strong vision for an educational provision matched to the needs of the pupils with enriched opportunities to prepare the pupils for life.
- There is very strong drive for continuous improvement which operates at all levels of staff.
- The provision for SMSC ensures 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.
- Highly effective governance and leadership at all levels ensures effective monitoring of standards, distributed leadership, consistency of approach
- Succession plan in place for impending retirement of some longstanding leaders

SIP	Issue	Action	Success Criteria	By When	Resource Cost	Monitoring Progress
4.1	Ensure all staff are valued and are able to give of their best toward School Improvement within a culture striving to continuously improve	Improve opportunities for whole staff CPD. Conduct skills audit of new staff.	a) New CPD Action Plan in place Sept 2016 with online evaluation of internal and external INSET b) Maintain high percentage of staff with National Autistic Society and ELKLAN level 2 & 3 Accreditation	September 2016 May 2017	£1500 £8k	18 of 30 months timeframe
4.2	Empowering SMT to drive through whole school improvement whilst beginning process of succession planning. Head of P16 & Deputy retiring Sept 2017. Further develop Soft Federation with St Nicholas to include collaboration with other LB Croydon Special Schools	Restructure Senior Management Team. Ensure at least one member of SLT is an associate member of SLT. Governors of 6 Special Schools to meet termly.	a) More effective SLT with clear roles and responsibilities. b) 2 staff complete middle leader qualification c) Regular and continuous open dialogue with Croydon Special Schools Heads and Governors in preparation for some form of academisation.	Jan 2017 June 2017 May 2017	SLT & Governor time Subsidize via Alliance £1200	Governors have considered proposed restructure of SLT FROM September 2017.
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	April 2017	Staff & governor time	Majority of subject trackers on line from Forum of 5 Schools (December 2016)
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 March 2017. Scrutinize website to ensure compliant.	a) Governors ensure objectives & outcomes of SDP are SMART b) Governors draw up a list of training needs & explore how to address them internally or via Governor Services.	Staff & governor time	Governor Time Governor Services SLA	Shared training with other special school Governors September 2016
4.6	Two members of SLT to complete DSL training	Succession planning ensures always one DSL on site		Dec 2016	SLT time Back fill Course £500	FR (KS3) & RB(KS4 7 5) completed training Nov/Dec 2016. Handover with YO to begin May 2017.