CICELY HAUGHTON SCHOOL DEVELOPMENT PLAN 2015/16

ACADEMY STRATEGIC	**LEADERSHIP / MANAGEMENT** PERFORMANCE MANAGEMENT GOVERNORS (DIRECTORS) SELF EVALUATION	**BEHAVIOUR & SAFETY** EMOTIONAL CURRICULUM BEHAVIOUR MANAGEMENT CARE, SUPPORT & GUIDANCE SAFEGUARDING	**ACHIEVEMENT/PROGRESS** TEACHING AND LEARNING	**PEDAGOGY**
1. To continue to extract best practice from both schools across all areas of the SDP. 2. Continue to press for mental health support from CAMHS and local authority; in conjunction with home-grown CPD 3. Enhance provision through development of courtyard area. 4. Pursue Teaching School Status in line with National College recommendations. 5. Review and modernise the school self - evaluation schedule. 6. Review all policies in line with Academy process. 7. Examine and action plan succession planning for identified roles which would require a business plan.	1. Improve work of the Governing Body via first hand visits to monitor school performance. 2. Continue to develop the role of lead practitioner to fuel improvement in the quality of teaching. 3. Work with LA to review and evaluate admissions in line with structural changes Incorporating EHC plans. 4. Provide Governor (Director) training regarding new roles and responsibilities 5. Use the Facilities Manager across the Academy to improve Health and Safety and Asset Management 6. To work collaboratively with our partner school to develop interventions for pupils' underperformance 7. To make sure that all staff across all areas of the school receive Performance Management.	1. To maximise the Blot to improve outcomes for pupils across the whole school. 2. Update the safeguarding bible. 3. Embed the induction pocket guide and policies which needs signing off annually by all staff. 4. Prevent Agenda; keep abreast of all developments nationally. 5. Introduce self- certification for staff in terms of their being aware of major policies. 6. Action, monitor and evaluate the Safeguarding Development Plan.	1. Continue to raise the quality of teaching by identifying and sharing best practice. 2. To use the pupil and sports premium creatively to have positive outcomes for pupils. 3. To ensure that the new curriculum is embedded for each subject by relevant co-ordinators with particular reference to Year 2 and Year 6. 4. To evaluate the guidance around assessment and formulate a system to fit with our disability group	1. Provide an analytical profile of teaching to drive up teacher performance. 2. To use the lead practitioner roles to improve the quality of teaching, learning and behaviour management within school. 3. To develop assessment tools in line with Loxley. 4. To improve the quality of feedback from all adults to improve pupils' learning.

8. To examine the admissions process in line with the New Code of Practice (Pathway/Recoupment) 9. Scope legal advice in terms of the Code of Practice and Staffordshire's interpretation 10. Website compliance linked to Academy 11. Data harvest in line with new OFSTED framework i.e. one day inspection (linked to website)	8. Identify children who we feel that are not making progress earlier and involve the district. 9. Annual Reviews – provide a more realistic and representative evaluation of pupils performance against needs			

RESIDENTIAL	SITE and ADMIN HEALTH & SAFETY	CPD and STAFFING	CURRICULUM
1. Update the safeguarding bible. 2. Monitor CPD needs to help improve staff skill –base. 3. To develop impact data to improve the quality of provision. 4. Leading the Residential School Community to collaborate with the LA to align developments in the Send Code of Practice; more specifically the EHC plans. 5. To explore the possibilities of extending the MAT with our residential school partners 6. To further develop impact data to demonstrate the delivery of outstanding practice 7. Implementation of the 2015/16 safeguarding development plan 8. Completion of the Evaluation Schedule 9. To continue to use joint head of care meetings as the vehicle to monitor and evaluate residential delivery against RNMS, Ofsted framework and development priorities	1. To embed the management of Health and Safety and Asset Management. 2. Audit and action plan Admin roles across the Academy to meet changing needs. 3. Provide a clear structure of roles and responsibilities across the Academy. 4. Manage the CIF allocation for 2015-16 and scope new bids for 2016-17. TRANSITION 1. To work with mainstream schools to improve their behaviour management system through our lead practitioner initiative (outreach). 2. To continue to be a key contributor to the new KLC commissioning document working with mainstream schools at whole school level. 3. To include a transition package in	• New curriculum. • RWI training for all new staff • Fixed Term contracts to be created wherever possible reducing claims. • British Values; continue to promote throughout learning activities. Provide an evaluation report for Directors. • MFL – scope national guidelines. • Equality & Diversity – practical vehicles for student engagement • SHB Awareness • Advanced skills teaching. • Mental health – (a) barriers to learning/strategies (b) – supporting depressed students (c) – sleep deprivation and effects on performance. (d) – diet – nutrition – eating disorders. • Academy whole school training – attachment theory. (GEESE)	• To continue to ensure the New Curriculum is embedded for each subject by relevant co-ordinators. • Continue to improve cultural development by providing opportunities for pupils to interact with people from cultures different to their own **STAFF WELLBEING AND WORING DAY TO DAY PRACTICES** • Voluntary supervision meetings with SLT • Peer appointment of support staff to attend SLT meetings • Schedule of deadlines • Drop box of concerns • Protected times in Head's diary – Friday afternoons • Headteacher's termly report to staff • Production of a SLT availability

	children's new EHC plans: - costed to need.	• Develop a comprehensive schedule of behaviour management training over a 3/5 year cycle • Develop supervision and probationary period working practices to challenge and provide support for under performance.	timetable • Daily staff meetings • Improve culture of praise