



Mary Elliot School - School Development Plan 2018 - 2019

Key Priority One: Improving the Effectiveness of Leadership and Management								
What will be done? Improve leadership and management by ensuring that:	By When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Develop a shared Federation vision for Mary Elliot and Old Hall Schools	July 2019	Governors Head, staff, Parents and Students	1. Governors rename new Federation (Staff/Parent/Student/Pupil Consultation) 2.Complete Aims and Values consultation 3. Develop Joint website 4. Publish aims and values document. 5. Integrate Headed Documents 6. Begin core leader meetings across federation	Website regeneration Document Headers	TBC TBC	Full Governing Body	Outcomes for students and pupils across the federation are improved. Shared values and goals leads to consistent and effective working at all levels; continuity of practise leads to greater progress in YP school journey	Completed By July 2019. Evaluation of the effectiveness and impact of Federation activities will be undertaken at regular governing body meetings.
Leadership capacity is increased so that the school is able to meet growing demands on leadership roles – appoint Executive Head	Dec 2018	Governing Body (C.o.G)	1.Advertise and appoint a Executive Head teacher to lead Mary Elliot and Old hall School Federation	Salary is budgeted in existing staff budget arrangements	£2500 Budget for recruitment costs Final salary TBC	Chair of Governors Headteacher recruitment committee	Outcomes for students are improved as Governors and senior leaders ensure that rapid and sustained improvements across the school are maintained	Completed by December 2018. Evaluated by headteacher recruitment committee
Leadership capacity is increased so that the school is able to meet growing demands on leadership roles appoint Head of School	Easter 2019	Governors, Head	1.Advertise and appoint a Head of School for Mary Elliot to work alongside and support the Executive Head	Salary is budgeted in existing staff budget arrangements	£2000 advert Budget for recruitment costs	Governors Head	Outcomes for students are improved; the School Senior Leadership team have on-going capacity to develop the school in all areas	Governors / Head – to be completed by Easter 2019. Evaluated by recruitment committee
The skills of senior leadership team are enhanced by additional study: NPQH (JC), NPQSL (JT), NPQML (RD)	July 2019	Deputy Head	1. senior leaders to undertake and complete NPQH, NPQSL, NPQML	Funding for course. Identify time allocation for class cover	£1000	Governors Head	The leadership capacity is increased: the school is able to meet growing demands on leadership and impact on progress.	Governors Head



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Enhance Leadership at levels: Ensure that all staff in all roles have clear appraisal targets outlined within a strong line management programme to ensure that all staff work towards whole school curriculum development.	Oct 2018	Head	1.All staff have appraisal training 2.Staff complete self review (National Standards for Teachers and TAs) 3. all staff have clear objectives linked to school development plan for 2018 - 2019	None	£0.00	Governors Head	Progress for students is at least good and often outstanding as a result of clear focus by all staff on curriculum development and impact on achievement.	Governors Head Appraisal + pay committee scrutiny, Autumn 2018

Key Priority Two: Improving the Quality of Teaching, Learning and Assessment								
What will be done?	When ?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Curriculum Development – Implement new curriculum at Mary Elliot school based on findings from Rochford Review SLD – Equals Semi-Formal Curriculum ASC - Equals Semi-Formal Curriculum SET (PMLD) – Engagement Scale	Sept 2018 To July 2019	DH (JC)	1.Curriculum Launch – Peter Imray (03.09.18) 2. Peter Imray work with SLT / Teachers/1.1 development 3x visits across the year 3. Implement Focused Leadership monitoring – curriculum 4.implement peer learning support	EQUALS Modules Engagement Curriculum	£1000	Head Deputy Governors	Progress for students is at least good and often outstanding as a result of clear focus by all staff on curriculum development and impact on achievement.	Governors Head Scrutiny through Governor monitoring visits and regular reports to Curriculum committee.
Improve outcomes by providing opportunities for peer to peer support for teachers and TAs to develop work on curriculum objectives, and linked with personal development objectives	July 2019	SLT leads Head	1.Identify Peer Learning / Learning Walk opportunities as appraisal targets for all teachers (internal and external) 2. Implement cover arrangements for teachers.	None additional – internal cover provided	£0.00	Head SLT T+L committee	Teachers and Middle Leaders take part in a peer to peer support / learning walk programme which offers reflection and impact on practise to enhance	SLT monitoring of progress through appraisal cycle (Oct / March). Impact on outcomes reviewed through Data



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What will be done?	When ?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
			3. Teachers complete Learning Walk impact and outcomes document and feedback to all staff				outcomes for students.	monitoring Impact/outcomes reported to staff and governors
Extend roles and responsibilities for Teachers and TAs to ensure that all teachers have a responsibility area for school curriculum development. Teaching assistants will offer coverage of school resource areas	July 2019	Head DH T+L	<ol style="list-style-type: none"> 1. Complete review of Curriculum and school resource areas 2. Publish responsibility list of curriculum and resource areas. 3. Ensure teachers have training input to understand how their role and responsibility feeds into whole school self-evaluation and SDP for 2018 – 2019 4. KS3 4 5 subject co-ordinators to review schemes of work to ensure they are up to date and accreditation opportunities are in place where appropriate. 	INSET time to be identified	£0.00	Head Governors Resource committee	<p>Outcomes for students will be improved as teachers take on responsibility for leading and developing key subject areas across the curriculum resulting in a well-defined curriculum able to adapt and change according to the differing needs of students.</p> <p>TAs will ensure that school resource areas are well presented and that resources are readily available to support students' learning.</p> <p>At KS5 there will be a revised curriculum reflecting the Preparing For Adulthood agenda.</p>	Head will collate Subject SEF and SDP on through an annual programme of development and review. Head will report Teacher SEF and DPs to Governors resource committee.



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What will be done?	When ?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Improve monitoring and recording of the range and individuality of assessed areas of students' learning identified on IEPs and Learner journeys so that progress is securely embedded to enable them to make the very best possible progress.	Dec 2018	Head DH SF	1. Review the SOLAR system for assessment and the possibilities for extending this across multi curricular platforms. 2. Carry out on-going training and monitoring of specific targets to ensure they are meeting the needs of students in accordance with the EHCP	None	None	Head DH	Pupil progress data will remain robust. IEPS relate to provision identified on EHC plan The school meets its legal obligations to deliver, assess and review what is identified within the EHCP. Judgements on progress is clarified and understood by all: this information is central to school development planning	Review will take place at April / July alongside data capture for SOLAR

Key Priority Three: Improving Personal Development, Behaviour and Welfare								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Ensure online-safety messages are embedded across the new curriculum. Curriculum to include latest online safety guidelines, keeping safe from CSE, PREVENT and radicalisation. Whole school E-safety week	July 2019	Deputy Head / DSL / DDSL SMSC / SRE /PSHC+E Lead Subject Leaders (curriculum review)	1. Ensure opportunities to encourage safe on-line learning are promoted within the curriculum (SHREC) 2. School shares online-safety messages with parents through regular newsletter updates and information sessions: On-line learning is shared by; all - all know how to keep safe on-line and how to report concerns.	No additional resource	£0.00	Head SLT T+L committee	All students are aware of on-line safety, students know how to keep themselves and others safe on-line and can report concerns to people they trust. All members of Mary Elliot staff/community understand and can minimise risk surrounding online safety, radicalisation, CSE and FGM.	Through regular review and audit of curriculum Feedback from parent/staff / pupil survey (Summer 2019)



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What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Provide all staff safeguarding training on CSE, 'County Lines and Criminal Exploitation' – ensure all staff are aware of how to recognise and respond according to procedures	September 2018	Head DH DSL	1.training time for all staff (04.09.18) INSET / rolling programme)	Training costs / external trainer : Ann Page, Seona Baker	£0.00	Head DSL Safeguarding governor	All students will be safe at Mary Elliot School as a result of all staff being able to recognise signs of CSE, Criminal Exploitation and 'County Lines ' - staff will respond to keep students safe	Parent / Pupil / Staff Survey 2019 Safeguarding Audit Safeguarding governor visits
Further improve behaviour at Mary Elliot School through increased monitoring and analysis of outcomes following incidents (SOLAR)	July 2019	Head Behaviour Support Lead DH	1. Whole school INSET and guidance on behaviour and communication.(03.09.18) 2.access to behaviour lead and communication lead support where de-escalation strategies and general class approaches have failed to make a difference, where the pupil is at further risk of harm to self or others 1. Identify Behaviour Lead following Interim structure arrangements. A rigorous reporting system for Safeguarding will be evident allowing for analysis of incidents/referrals. 2. Develop the schools systems for monitoring behaviour management to ensure that all students needs are met. 3. Ensure physical and	None	£0.00	Head DH DSL Safeguarding lead governor Resources committee	Behaviour for all students will be improved. Staff will monitor review and respond to behaviour within a tiered support plan to ensure that all students are receiving appropriate levels of support. Interventions are closely targeted at individuals Analysis of behaviour incidents will enable adaptation of behaviour strategies across the whole school. Behavioural incidents will decrease and students will make better progress. Vulnerable students and their families are targeted early and interventions	Regular monitoring through safeguarding governor lead Pupil / parent consultation Regular reports from the Head to FGB Head and Behaviour Lead teacher will report on trends in analysis monitoring, outcomes and impact of interventions at each full governors meeting.



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What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
			emotional wellbeing for all students through consistent use of debrief and learning for all staff and students following incidents where positive handling is used.				implemented to remove any barriers to learning	
SRE / Sexual Health (SHREC) Improve outcomes by review of individualised programmes to ensure appropriate delivery of SHREC	Review Dec 2018	Head DH DW HLTA DSL	1. Provide SHREC sexual health training / targeted staff training to ensure the course can be delivered. Links with school nurses, sexual health team and PSHE co-ordinator to support the delivery.	TBC	TBC	Head Resources committee	Students across the school have access to quality information and guidance at a level suitable for their needs.	Pupil survey 2019 Governors resources committee to receive report on curriculum review and following impact

Key Priority Four: Improving Outcomes for Students								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Improve attendance for all groups at ME to 94% (92% average 2017-18)	December 2018	Head SFog / EWO	1. Parent Liaison officer (SF) to work with enhance EWO service to contact challenge and support families whose children fall below acceptable threshold attendance levels. 2. Attendance officer to work with class teams to ensure continuity of education for students who are not able to access school	SLA cost: £1,120	£1.120(40hrs Attendance Officer, 03.09.18 – 31.03.19)	Head Governors	Attendance for all groups improves to at least 94% Outcomes for students in all groups are improved: Students make at least good or Outstanding progress as a result of improved attendance	Regular reports from the Head to FGB



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Key Priority Four: Improving Outcomes for Students								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
			due to illness and extended hospital visits to ensure continuity of education					
Improve outcomes for pupils with ASC through use of SCERTS to measure progress and achievement alongside other measures	By Dec 2018	DH SCERTS coordinator (KJ)	1. Staff development in use of SCERTS 2. SCERTS leader (KJ) to conduct regular review of training and implementation needs alongside Dept. head	None	£0.00	Head Governors	Outcomes for students are improved through use of SCERTS to plan and track appropriate curriculum and IEP learning activities	Regular reports from the Head to FGB
Improve outcomes for Gifted and Talented students: Identify G&T students using both Solar data and qualitative feedback from staff. Provide appropriate learning opportunity according to individual need	July 2019	DH LS(G+T)	1. Set aside dedicated time for Maths & English G&T sessions. 2. When working on accredited units use a differentiated approach to provide activities that stretch & challenge G&T learners	None	£0.00	Curriculum committee	Students who are identified as 'gifted and talented make at least good, but often outstanding progress using school measure	Lesson observation by SLT (Autumn / Spring/Summer) Presentation of results to Resources committee
Improve pupil communication through enhance staff training: MAKATON, Objects of reference, Communication books, 'Let Me Talk' Ensure a consistent approach to use of communication	July 2019	Communication Lead SALT SET Lead	1. staff training programme led by SALT focus on: MAKATON, Objects of Reference, Communication books 2. SET leader to implement training on On-Body signing. 3. Increase access to Ipad resources for communication 'Let Me Talk' 4. Review all school sign and symbol resources and ensure consistent use	Staff meeting time identified for training 'Let Me Talk' licence for whole school	£200	Curriculum committee	Outcomes for students are improved; students are able to communicate more effectively, progress for students improves.	Whole school monitoring Lesson observation by SLT (Autumn / Spring/Summer) Presentation of results to Resources committee



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Key Priority Five: Improving the Effectiveness Of Sixth Form Provision – Preparing for Adulthood								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Improve outcomes for students in 6 th form by enhancing curricular use of internal and external links to employers, employees and vocational training opportunities.	July 2019	DH Transition leader (DW)	1. Establish links with employers & vocational provision alongside social care and further education provision. Accredited enterprise programme for post 16 learners.	TBC	TBC	Head	Outcomes are improved: Students gain appropriate experience and knowledge of the world of work. They experience or develop employability skills.	Outcomes are evidenced in Schemes of work and accreditation portfolios. Qualitative evidence in ROA folders.
Support successful transitions for students in Key stage 5: Enhance links to ensure that the colleges provide taster sessions to support long term transition	July 2019	Dep Head D.Ward	1. Publish a clear pathway for post 19 transition. 2. Ensure information is disseminated to all stakeholders: governors parents and students 3. Produce whole school analysis of outcomes and success of transitions	None	£0.00	Head Resources committee	1. Parents and students report effective transition into placement 2. More appropriate placements identified, Improved quality of delivery	College link records & reports / SLA. Half termly review with college.

Key Priority Seven : Improving the Organisation								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Improve communication with parents	December 2018	Head, SLT, Teaching Staff IT Lead Admin team	1. Use social media to inform our school community through updates of significant events in the daily life of the school. 2.Enhance home school diary information through review of presentation/use of media (Class Dojo)	None	£0.00	Head Governors Resources committee	All school stakeholders have a good understanding of what is happening within the school, the rationale behind proposed changes, and the impact it has on the quality of education	1.Parents report improved communication between home and school (18/19) Parent Survey, EHC review feedback)



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What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
			3. Provide enhanced communication between home and school through provision of automated email / text service / social media service.				students receive.	

Key Priority Eight: Improving the Environment								
What will be done?	When?	By Whom?	Steps to take in order to achieve this?	Resources needed	Cost	Who will check?	Impact?	How and when will it be evaluated?
Ensure IT Leads infrastructure at high standard to ensure staff can expect IT systems to enhance the curriculum and communication opportunities.	Dec 2018	ICT Lead (K Jones)	1. Produce ICT development plan for ME 2018 – 2019, identify resource spend	Resources to deliver development identified on ICT plan	£0.00	SBM Head Governor Resources Committee	IT Systems allow the efficient management of the school and allow Teachers and TAs to deliver high quality learning making the best use of ICT to support outcomes for students.	ICT Lead appraisal
Produce a Building Development plan to show priorities in building development planning over a one and three year period to ensure that that school provision meets the growing complexity of student need and has capacity to meet future projected student growth in numbers	Dec 2018	School Business Manager Site manager	1. Work with Local Authority Building development Team to produce a Building Development Plan for ME 2018 – 2019 2 Produce Building Development Plan for ME 2017 – 2020	Resources to deliver development identified on BD plan	£0.00	Head Governor Resources Committee	Development Planning allows clear vision and budgeting arrangements to provide high quality learning spaces for students at Mary Elliot School	Regular review of activity through Governors Resources committee and FGB