**School Development Plan 2019/20**

Our school development plan has identified 5 areas for development and within each area there are 4 focus areas.

The 5 areas being;

* Curriculum
* Quality of Teaching
* Safeguarding
* Personal Development
* Leadership and Management

For each of the 4 focus areas milestones are updated at the end of each term and the impact of these milestones is evaluated.

There is now an overarching and underpinning aspect to the SDP which is the **Local Authority AP Strategy**. With its Key Principles of ;

* increase the number of children and young people supported in mainstream provision
* reduce the number of exclusions from schools
* address the rising number of young people receiving home tuition
* stop off-rolling, leaving young people without education
* halt the increasing use of specialist provision
* ensure specialist provision is in the right locations
* increase the number of young people in education, employment and training

Chadwick High will look to the AP Strategy in all aspects of future school development.

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| Developing our CurriculumWe want our curriculum to be relevant and flexible, one which gives the widest breadth for our diverse group of students to achieve the education they need to progress in their career pathways. Our academic offer is on par with mainstream schools but to meet needs of all learners there has to be a vocational option which prepares students for the types of careers and further education that are in demand in this area. With this in mind we have designed our “Beyond School” curriculum offer which combines “essential education” alongside vocational training supported by a “Personal Development” programme. |
| Focus 1 – Deliver a vocational strand within our current curriculum offer which will give students the opportunities to study construction skills, hair and beauty, childcare and Public Services alongside a core set of GCSE courses; English, Maths and ScienceFocus 2 – Improve the fabric of the buildings to ensure classrooms are fit for purpose in delivering the vocational curriculum.Focus 3 – Employing relevant trained and experienced staff in delivering the vocational courses, including registering the courses, designing schemes of work, assessment criteria and curriculum maps.Focus 4 - Developing and delivering a programme of study to support Personal Development of students in preparing them for life beyond school. |
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| Focus 1 Milestones | Sep 20 – Collaboration with McKee PRU to share resources and staffing expertise to expand our vocational curriculum offer. We can now offer Motor Vehicle maintenance and Military Preparation to compliment our in house courses in Hair, make up and Nails and GCSE Child Development. All students on Vocational strand also accessing GCSE English, Maths, Science and one other choice.Jan 21 – There are 20 students accessing our “Beyond School” curriculum in these activities; Construction, Motor Vehicle, Military Preparation, Hair, Makeup and Nails. Apr 21 – The amount of time spent in construction and salon has been reduced to give more access to other students and for more delivery of core subjects. |
| Focus 2 Milestones | Sep 20 – The investment in the building has created two in house bespoke classrooms, fully functional and able to deliver our vocational curriculum.Apr 21 - Expansion project within construction programme to develop a brick laying and rendering building. This has seen staff and students convert part of the school into a purpose built site. |
| Focus 3 Milestones | Sep 20 – By developing the collaboration with McKee College we can deliver the courses with greater financial efficiency as we are only paying for the staff we need in the timetable. A full time specialist TA has been employed in construction to support learners.Jan 21 – The construction course continues to work with Kendal College on becoming an accredited partner and offer City and Guilds qualifications. Apr 21 - LJ has visited Kirkham Skills centre and is now able to deliver the accreditation for the course. |
| Focus 4 Milestones | Sep 20 – A member of staff has been appointed to manage the schools PHSE curriculum. Jan 21 – A new school timetable has built in discrete PHSE lessons.Apr 21 - Careers input from Construction industry into apprenticeships |
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| Autumn Term Impact Evaluation | The restructuring of the school in respect of how we use the rooms has come to its natural conclusion. As the curriculum has evolved and we now have all of our students having equal access to the curriculum.The collaboration with McKee has been mutually beneficial as we can share the cost of running expensive vocational provision. Instead of replicating multiple provisions we can combine resources such as staffing and facilities, ensuring each is fully utilised and cost effective.  Restructuring staff roles has allowed for a member of staff to take over the PHSE curriculum for the school, delivering and developing it across year groups. PHSE has a high priority now in OFSTED inspections. |
| Spring Term Impact Evaluation | Much of Spring term has been spent in lockdown although we have taken this opportunity to build on what we have and tweak our provision. Students have come back into construction and salon from lockdown keen to get on and complete their courses and identify their next steps be that college or apprenticeship. Two students are already on work related learning with apprenticeships lined up. |
| Summer Term Impact Evaluation |  |

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| Developing the quality of our teachingWe want our students to experience lessons that are delivered in an engaging and productive environment, free from any unnecessary distraction. We want to hear students share their views and opinions in class and with their key workers. We will aim to meet student need through applying our assessments to develop personalised learning strategies to support identified need. We want our students to be fully conversant in their learning, knowing what they have done and what they will do next and what they need to do to improve. |
| Focus 1 – Introduce a robust school improvement cycle which monitors, evaluates and informs staff on the strengths and areas for development within their teaching.Focus 2 – Introduce an appraisal process which is developmental, not judgemental, which allows staff to explore and express how they can contribute to school improvement by developing reflective practice and setting their own measurable targets.Focus 3 – Within the parameters of the Work Scrutiny policy to implement and work within the stated practice of the school.Focus 4 – To identify measurable and realistic short term targets to support school improvement based on observed practice. |
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| Focus 1 Milestones | Sep 20 – The impact of Covid has been impactful on how far this new process has been embedded but it has still been implemented. Staff have set themselves targets in line with the SDIP and clear links have been connected within the work scrutiny and the staff coaching. Jan 21 – The work scrutiny process has been changed to incorporate the remote learning. A full report submitted to the Management Committee this term.Apr 21 – An evaluation of remote learning was conducted as well as a survey of pupil attitudes towards remote learning |
| Focus 2 Milestones | Sep 20 – The coaching model is being developed and delivered by the DHT and is now operational. This feeds into the other strand of our appraisal process, work scrutiny. Feedback from staff is that they have more connection with the process as they can see their contribution to school development within it. Jan 21 – All staff appraisals have been completed. Apr 21 – Staff have been arranging their own CPD throughout lockdown and recording the hours spent in training. This will be evaluated and fed back at the next review in summer term.  |
| Focus 3 Milestones | Sep 20 - Feedback from 2019/20 work scrutiny continues to show progress in the quality of teaching across all curriculum areas. Jan 21 – Analysis of work scrutiny details how staff have successfully adapted to remote learning and continue to deliver high quality lessons. Apr 21 – Lockdown has made this difficult to comment on as there has been little face to face teaching. |
| Focus 4 Milestones | Sep 20 - Coaches will work with staff to identify areas for improvement.Apr 21 – Throughout lockdown it was clear that some students thrived on the remote style of teaching, whilst others struggled. Since return to face to face teaching some staff have retained the blended approach to support students in accessing lessons. This supports school improvement as we are meeting student need through applying different teaching strategies. |
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| Autumn Term Impact Evaluation | A disjointed year which has made the introduction of new way’s of working harder but not impossible. Staff have welcomed the coaching model, enjoying being an active part of appraisal and identifying how they can make a contribution to whole school improvement. The coaching aspect is very supportive and non-judgemental, making appraisal a pleasure not something to be dreaded. The work scrutiny has been updated to react to the use of Remote Learning and the school has adopted the Government guidance on what constitutes high quality remote learning. I would report that the school continues to be a leader in this area and our offer of full time timetable, delivered live to students by their teachers is still the gold standard. |
| Spring Term Impact Evaluation | Staff have worked very independently on their own CPD and also in how they deliver lessons. Teachers have mastered the use of online learning and key workers have honed their communication skills in contacting parents and students and recording their contacts. The lockdown has given staff a unique opportunity to upskill their IT and in how we use our own systems ie behaviour watch, sims. |
| Summer Term Impact Evaluation |  |

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| Developing our safeguarding of studentsKeeping our students safe and providing them with a secure learning environment. Equipping them with the knowledge and understanding to be informed of risks to their safety from; exploitation, grooming and knife crime. Informing staff as to the current safeguarding concerns nationally, locally and when appropriate individually and having appropriate processes in place to identify, inform and action on any safeguarding concern. |
| Focus 1 – Embed within the school the CPOMS system for recording any safeguarding concern.Focus 2 – Establish the 7 minute briefing cycle in the school.Focus 3 – Ensure that safeguarding is a priority within the school and that all staff are trained and competent in applying school policy and procedures.Focus 4 – Seek out external support in improving the quality of information in relation to safeguarding that exists within the school and the support it can offer our students. |
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| Focus 1 Milestones | Sep 20 – CPOMS continues to support our students through its use by staff. Monitoring of the system reports that all staff use it. Jan 21 – Refresher training on CPOMS delivered through TEAMS. Apr 21 – CPOMS has continued to be used throughout lockdown. |
| Focus 2 Milestones | Sep 20 – The 7 min briefings are available online for staff to access. Apr 21 – no update |
| Focus 3 Milestones | Sep 20 – Staff training for safeguarding Level 2 has been completed and updated Jan 21 – The creation of a DSL monitoring group ensures that all caseloads are updated and supported by Lead DSL. Apr 21 – 2 more staff members are taking their DSL training, giving the school 4 DSL. |
| Focus 4 Milestones | Sep 20 – Revised our admissions criteria for CLA and students with prior safeguarding issues to ensure we are fully informed before admitting a student. Apr 21 – no update |
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| Autumn Term Impact Evaluation | Safeguarding remains a priority issue in the school, especially throughout covid. The school has remained open to all vulnerable students throughout Covid and we revised our response time for non attendance to same day door knocking for vulnerable students we cant reach. The DSL group meeting is managed by the Senior DSL, DHT and is proving very effective at ensuring workload is evenly distributed and that the school leadership has an overview on all safeguarding issues. The number of students now under the “safeguarding” umbrella continues to grow as we have more CLA on role and more children under CSC involvement. |
| Spring Term Impact Evaluation | Throughout lockdown staff continued to safeguard students, even remotely. Our positive relationships with students and also being open to all students ensured that we continued to meet need. The school supported other agencies through attendance at meetings virtually. The use of TEAMS or Zoom will be standard practice for all meetings going forward. |
| Summer Term Impact Evaluation |  |

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| Developing our approach to the Personal Development of studentsWe want to be able to provide students with the right information, delivered in a way which will engage students and help them to make better choices on a broad range of important issues; relationships, careers, managing finances and health. As well as discrete lessons and events we want to be able to integrate these important issues into our general teaching, using every opportunity to develop students broader knowledge and understanding. Complimenting this will be our development of the Key Worker role and the delivery of personalised SEAL curriculum to each individual student based on their Boxall profile. |
| Focus 1 - Developing our CIEAG programme and building careers through every aspect of the school curriculum.Focus 2 - Developing our PHSE and PFWL programmes of study to include current relevant issues.Focus 3 - Developing our SEN provision to ensure need is assessed and met for all students.Focus 4 - Developing the key worker role to personalise students school experience. |
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| Focus 1 Milestones | Nov 20 – Careers fair still runs but is fully online. The creation of a virtual careers fair opens up new opportunities for students as we now have a dedicated careers channel on TEAMS which contributors can share resources and setup online meetings with students. Dec 20 – School meets Gatsby benchmarkingJan 21 – Collaboration with McKee to share cost of our Level 6 trained CIG staff member by having them conduct interviews with McKee students.Apr 21 – Careers continues to be given high priority in the school and in class. The staff member with responsibility for CIEAG has begun a Level 6 qualification in CIEAG through the LA apprenticeship scheme. |
| Focus 2 Milestones | Sep 20 – Staff member appointed with responsibility for development and delivery of PHSE curriculum Jan 21 – Timetable re shaped to build in discrete PHSE lessons.Apr 21 – Link governor for PHSE assigned. |
| Focus 3 Milestones | Sep 20 – SEN given own room to develop the provision. Oct 20 – Specialist input for students with additional needs from HLTA Apr 21 – The number of EHCP students is still increasing with the LA referring students with EHCP to Chadwick for assessment before considering special school settings.  |
| Focus 4 Milestones | Sep 20 – Key working refresher training Oct 20 – Menu of CPD opportunities shared with staff. Apr 21 – Key workers have strengthened their relationships with students over lockdown. This can be seen in the positive interactions in school and visible change in pupil attitude and behaviour.  |
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| Autumn Term Impact Evaluation | The theme this term is around streamlining provision and making the service we offer more efficient and relevant to our students. The agility of the school workforce is more apparent than ever as we took the obstacles of the lockdown and used them to enhance our offer. In particular the way in which we managed to ensure that students did not miss out on the careers fair was innovative and adopted by local colleges. The legacy is that we now have 6th form and training providers with a permanent presence in our school by giving them their own channels in TEAMS. Students have a direct line to 9 of the biggest providers in the district. The appointment of a lead teacher of PHSE will enhance our provision and ensure that we continue to offer students the guidance and information needed to keep safe and be productive citizens. Whole staff training has not been possible therefore Key Workers were offered a menu of online training opportunities to enhance their skills set. They must do 20 hours training in the school year, monitored by their coach as part of our approach to dispersed leadership |
| Spring Term Impact Evaluation | Lockdown has given staff an excellent opportunity to research CPD and for some that has meant taking on longer courses of study with Level 3 qualifications. |
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| Development of the Leadership and Management of the schoolThe school wants to develop a strong culture of leadership across all staff as we believe that every person within our organisation has an invaluable contribution to make. To support this we will look to focus on areas which devolve leadership tasks and build opportunities for accountability and personal development for all staff members.  |
| Focus 1 - Develop a School Improvement Cycle which is built on observing practice, working within policy, a reflective appraisal process based on evidence and outcomes.Focus 2 - Expand the SLT to enable the devolvement of leadership tasks, building leadership skills and experience for the benefit of staff and the school.Focus 3 - Develop an efficient and effective meeting cycle which creates opportunities for staff to share expertise and develop their own practice.Focus 4 - Developing the Management Committee involvement in the school in partnership with the Chair of Committee. |
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| Focus 1 Milestones | Sep 20 – The previous 12 months has demonstrated that the school continues to improve, the inspection in Jan 20 gave the feedback that validates the direction we are moving. The school improvement cycle was an important aspect of the continuous drive for school improvement. The lockdown in March and then the local lockdown from October has been a hiccup in this process but has not halted it.Jan 21 - Data from Autumn term highlights that the school improvement firmly on track with improved outcomes in all key indicators; attendance, behaviour and progress.Apr 21 – no update  |
| Focus 2 Milestones | Sep 20 – The SLT and the roles of those within are being redefined to ensure there is less top down leadership and that responsibilities are dispersed throughout the SLT and within departments. The planning for faculties will support the dispersion of leadership task across all staff, not just restricted to those on UPS. The use of TA’s and their role as in class support has been an area we want to develop, making their support work more bespoke and targeted. Apr 21 – This area has been difficult to develop but we have made significant improvements in how we use our systems, behaviour watch and sims, which has benefitted the school. Staff have had less direction throughout lockdown and have used their initiative and have shown themselves to have strength in self directed working. The use of SIMS assessment has developed. |
| Focus 3 Milestones | Sep 20 – This has been a challenge given the lockdown .Apr 21 – The meeting cycle has been a real challenge...... |
| Focus 4 Milestones | Sep 20 – The MC have clear roles within the school and continue to support remotely and produce reports which are submitted at MC meetings.Apr 21 – The MC can only now gain access to the site but there has been regular contact by email between link governors and staff. |
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| Autumn Term Impact Evaluation | In many ways the local lockdown has been an issue in respect of how we have delivered on the leadership tasks as opposed to how we have re defined them. Its been a case of not being able to things into practice as much as we would have liked. Contingency planning has superseded much of what we wanted to achieve and held us back. What has been really positive is the status of key workers and the development of their role in a new way of working borne out of the covid crisis. It has allowed them to develop new responsibilities and skills and moved them away from desk bound student support and into multi tasking, IT literate super TAs!The gift in the covid crisis has been the separation of TA from teacher s and the emergence of the key worker as the dominant aspect of their role. |
| Spring Term Impact Evaluation | Lockdown has affected this area of development in respect of the face to face aspect of leadership but in some ways we have seen some real leadership from all staff in how they have self directed themselves without direct management supervision. We have seen teachers show great leadership in managing their students remotely and gathering evidence required for CAG. Those staff with specific responsibilities have continued to develop; developing our SIMS assessment, work scrutiny of remote learning, additional training in CIEAG. Things have not stood still, the school continues to develop its working practice. Key workers have shown great independence and leadership as they supported students both in school and at their homes through remote learning. |
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| Implementing the AP StrategyAs a LA maintained PRU we will look to the strategy for guidance in shaping our provision to achieve its key principles.We recognise the challenges that have been raised and will address the priorities, ensuring that our school best reflects the vision of the AP Strategy. |
| Focus 1 – Increase the number of children and young people supported in mainstream provisionFocus 2 – Reducing the use of PEXFocus 3 – Halt the increasing use of specialist provisionFocus 4 – Increase the number of young people in education, employment and training |
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| Focus 1 Milestones | Sep 20 – Working with local schools provide a local offer to schools which will work within their existing support systems and supports the quick return to mainstreamJan 21 – Schools have the option of buying into a 6 week support package at KS3 which will provide them with a full needs assessment, behaviour and support plan and reintegration support. Apr 21 – The school has received more requests for support to ensure that students can stay on role at mainstream schools in this term than in any other time. By the end of the term 41 students had been placed at Chadwick for a period of intervention. |
| Focus 2 Milestones | Sep 20 – Working with local schools through the District Heads establish a Chadwick PRU Management Group with the vision of reducing PEX to zero through a negotiated charter encompassing local and national responsibility for students.Apr 21 – Our work with schools has ensured that PEX remains at an all time low in Lancaster and Morecambe, by the end of Spring Term only 3 students have been PEX. |
| Focus 3 Milestones | Sep 20 – Work with schools to support their SEN provision by providing bespoke SEN support plans which will support inclusion in mainstream setting without the need for referral to specialist schools.Jan 21 – Expanding our specialist Medical provision to accommodate 24 students and open this setting to AP provision ie students with ASD but not engaging with CAMHS.Apr 21 – Our offer to schools to support ASC students with the aim of developing ways of working and supporting the student to remain on roll in mainstream has made a very positive start. By the end of Spring term 5 students have joined the school with great success. |
| Focus 4 Milestones | Sep 20 – Working with local schools on our KS4 AP provision, designed to reduce the use of PEX in KS4 and to provide a wide curriculum offer including vocational, under pinned by a 1st class CIEG and PHSE offer.Apr 21 – Our CEIAG support is continuing to prepare our students for college and apprenticeships. Full details will be available at the end of summer term and will be presented to MC in October. |
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| Autumn Term Impact Evaluation | The AP Strategy has given the school the opportunity to really show its value and place in the future landscape of AP. In many ways the Chadwick is ahead of the curve as we are already well under way in making the vision of the AP strategy a reality in Lancaster and Morecambe. In respect of the headline figures, PEX is down, more students returning to mainstream and no NEET in 2020.However this will be strengthened by building on the milestones of the focus areas.We are working with SEND and local schools in halting the number of students being moved onto special schools by providing specialist intervention in support of EHCP’s. This allows student to remain on roll at a mainstream setting but benefit from the Chadwicks unique school setting. |
| Spring Term Impact Evaluation | We have continued to support schools throughout lockdown and we have maintained a dialogue which has ensured that at the end of lockdown school referrals for our services remained high. 9 Students admitted by end of Spring Term with a further 12 pending admission. It is clear that schools wish to work the Chadwick and use our setting and our offer to meet the needs of their students without resorting to PEX or Special school. |
| Summer Term Impact Evaluation |  |