School Development and Improvement Plan 23/24

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| Area | Focus for development/Improvement | How it will be done | Updates/Outcomes |
| **Curriculum** | * Review of current curriculum offer and staff expertise. * Equality of curriculum offer across the school. | * Audit of teacher expertise * Speaking with students about the curriculum offer and what they would like to be doing. * Adapting timetable to ensure equality of curriculum offer across the school * Ensuring accreditation for all subjects. * Developing a wide range of personal enrichment opportunities within the school. | * Introduced two new GCSEs to the curriculum. Citizenship and Psychology. These are available as options. * Timetable has been changed to allow students to choose any of the subjects offered, regardless of type of provision. * Accreditation is now available for Contruction and salon. * Students can opt to be involved in activities delivered outside school, these currently include swimming, martial arts, mountain leadership and Forest school. |
| **Quality of Teaching and Learning** | Consistency of application of school policy and procedures with respect to;   * Clear referencing between curriculum intent, curriculum map and delivery of sequential lessons. * The use of reading, writing and speaking tasks within lessons. * Meeting of identified need of individual students within lessons. * The presence of feedback loop between student and teacher in exercise books. | Working with school advisor over the next 12 months;  September 23 – learning walks and lesson observations to gather base data  January 24 – Deep dive interviews with staff  June 24 – learning walks and lesson observations  The process is to gather base data, formulate a plan to target specific areas for development, address these through CPD and personal support and use our work scrutiny procedures to measure improvements.  The final cycle of lesson observations to demonstrate improvement and success of interventions used. | Sep 23 - First learning walks and lesson observations completed. Base data is being analysed and used to inform CPD over next term. Individual teachers who require additional support in specific areas have been identified and support plans are being drafted. |
| **Communication and links with stakeholders** | Development of strategic steering groups with partner schools and other organisations to shape the provision and improve outcomes for young people and families. | * Supporting the formation of a “Friends of Chadwick” group which will be an external constituted group of people and organisations who are seeking to improve the lives of young people and their families that access the school. * Development of a partner school steering group to shape future provision of the school and its AP offer to support in the reduction of PEX and in supporting EBSA and mental health. * Additional parent events with increased scope and range, moving beyond the ordinary. * Working strategically with the NHS to develop a pilot social prescribing model built around the students and families in our school. | Sep 23 - Friends of Chadwick have secured external funding of £2000 from CVS for a food project for students and families. They also secured match funding of a further £900. This is funding that as a school we could not have applied for. The FOC gave every family in the school a hamper of food and toiletries at the end of term valued at £40, 80 delivered. The FOC also provided food for families and students at our awards event in July 23. They also ran a form competition giving the two winning forms a meal of their choice, one went Italian the other Chinese.  Sep 23 - Contact has been made with key leaders in all local high schools to express an interest in being part of the steering group.  Sep 23 – HT has already been involved in preliminary planning to support a bid for pilot project around social prescribing. This is working with Lancaster university Health Innovation research team on a bid for £150k to develop and run a pilot using the Chadwick as the user group for social prescribing service. It is early days but has amazing potential and a real opportunity to transform lives. |
| **Attendance** | Improving all metrics for attendance in school. | * Increasing range of job description to include wider range of duties that will support improved attendance. * Introducing new incentives in school to improve attendance and to put good attendance at the heart of the school. * Working with LA advisors on improving attendance. | * Sep 23 - Changed the job description to combine Attendance Officer with aspects of Pupil and Family Support. * Sep 23 - Appointed a skilled staff member to the role. * Sep 23 - ntroduced a staged incentive scheme to put good attendance high on the agenda for students.  1. Improving attendance for those who attend regularly. More students above 90% 2. Short, medium and long term incentives. 3. Group incentives 4. Targeted home support |
| **Personal Development** | Staff CPD   * Focus on curriculum intent * Focus on meeting SEN in class * Focus on EBSA   Student   * Increasing opportunities to learn outside the classroom * Increased key worker time * Improving our PHSE/Citizenship curriculum offer | * CPD calendar of training * Updated the National College online training links. * Invited speakers to launch EBSA toolkit. * Developed a Thursday Enrichment offer, allowing students to participate in mountain leadership, Forest school, swimming and other enrichment activities * Developed the Chadwick Football academy. | Sep 23   * Shared CPD calendar * Shared online training * 8 students on Forest school * 16 students on mountain leadership * First group of non-swimmers   Oct 23   * CFA launched – 19 students taking part. |