



2022—2023 Strategic Plan Review

OVERVIEW

Each year we have focus targets that we work on targets within four key areas:

- Quality of Education
- Leadership and Management
- Personal Development
- Behaviour and Attitudes



This document outlines the outcomes for the school community for the targets we set ourselves during the academic year 2022—2023

QUALITY OF EDUCATION

TARGETS

- To ensure the sharing of current good practice in the planning and delivery of exciting, meaningful and interactive lessons
- To review and enhance the curriculum in all learning approaches
- To increase and embed assessment tools including accreditations at KS4
- To focus on pupils developing a love and an interest in reading at all levels, as an essential skill

OUTCOMES

Learning walks involving LAL's, TLR holders and SLT have identified areas for development that have informed training which has led to increased ability of teachers to adapt learning to

individual pupil needs. The amount of purposeful learning opportunities has increased due to a focus on utilising each opportunity in class timetables, living our every moment matters trademark behaviour. Internal reviews have evidenced progress in development areas.

Peer observations with a focus on appreciative enquiry in two learning approaches had a powerful impact on practice and this has been gleaned from feedback from teachers about the adaptations that they have made to their teaching based on these processes.

Collaboration across the whole learning approach during teacher meetings has provided opportunities for teachers to share ideas and support for how best to support the pupils to engage in learning

QUALITY OF EDUCATION CONT.

through varied highly motivating activities within and beyond the classroom. Collaborative planning and evaluation sessions for teachers has ensured that learning opportunities not only reflect a broad and balanced curriculum but are engaging and enable pupils to become more independent.

Projects involving peer collaboration between teachers where they worked together to explore an area of their practice, they wished to improve has had a positive impact on the outcomes for pupils. This has increased engagement and challenge through reducing whole class teaching input, maximising use of staff and promoting independence and resilience.

Opportunities for community visits and learning that is linked to real life experience has been a strong focus which has led to pupils being able to apply skills learnt in the classroom to meaningful contexts.

Robust pupil progress conversations have offered leaders a greater understanding of pupil progress and specific support that is needed to address concerns.

Unique curriculum offers such as Outdoor Learning have enriched the curriculum. This offers pupils horticulture, animal care, forest school and the opportunity to interact with the natural world in meaningful ways.

Where staff have been trained in specialist strategies and approaches, an increased consistency in the delivery of the curriculum has been demonstrated. This is demonstrated through a focus on key strategies including Zones of Regulation, Nurture Principles and Autism Level Up to support pupils' ability to understand their emotions, feelings and any problems. Formal pupils have been doing their own research and bringing it into school

demonstrating their engagement.

The curriculum pathways have been differentiated to support the needs of pupils. All curriculum handbooks have been updated to reflect the intent, implementation and expected impact for learning approaches which will enable stakeholders to understand and ensure the learning and teaching reflects this.

Robust pupil progress meetings with a focus on triangulation of evidence with teacher's knowledge of progress to identify gaps in learning and pupils making least progress have supported teachers to effectively identify and implement targeted interventions. This includes how to adapt learning and work on readiness for learning when pupils are unable to access learning in groups and apply their knowledge independently. Teachers collection of evidence and the importance of documenting pupil's learning journey over time has also improved.

The focus on life skills has provided the basis for preparing pupils for life after KS4 and this can be seen through the coursework that has been created linked to the different units where examples of pupils shopping, gardening and preparing food can be easily seen.

A wider range of BTECs have been offered in 2022-23, with pupils choosing their own options. 62% of pupils achieved higher grades than previous years, i.e. a merit or distinction grade. This demonstrates that pupils were able to perform better in courses they had chosen and matched to both their interests and skill set and that the curriculum is fit for purpose. First year, Level 2 exams have been sat and passed (equivalent to GCSE grade 5-9).

Collaborative planning incorporates books related to themes which are then differentiated in terms of delivery. The profile of reading has

been raised across the school with anecdotal evidence captured within learning walks of pupils enjoying interaction with stories through the medium of sensory play and group tasks. This has also been seen in sessions such as early attention autism and attention and listening songs and rhyme with pre-readers. A love of reading and an increase in the importance of it has also been seen in the increase in incidences of visual and auditory cues being used within learning activities to communicate key information to pupils. We have introduced more IT/immersive technologies for pupils and pupils are encouraged to see 'words' within the community and reading in the environment.

Twinkl phonics has been introduced across the school to ensure a systematic approach to learning to blend and segment words to read.

The formal curriculum has been reviewed and a focus on individual, shared, group and guided reading to foster a love of reading. Texts and themes chosen to ensure a broad and balanced range of reading material with a focus on fun and engagement. Reading continues to be included as part of the tutor group sessions at the start and end of the school day where appropriate and as part of English studies. This takes the form of group reading, peer to peer reading, pupil to adult reading and pupils selecting comics, magazines and story books of their choice and reading for pleasure. Reading is being promoted both as a way of acquiring knowledge and exploring the world as well as a source of enjoyment. The English curriculum diet of reading material has been reviewed to ensure a broad and balanced range of reading material that better reflect pupil interest and functionality.

PERSONAL DEVELOPMENT

TARGETS

- To further develop outdoor learning
- To re-establish opportunities for pupils to participate in interclass activities
- To continue to create opportunities for pupils to be resilient and further develop their self-esteem in all environments
- To continue to increase opportunities for pupils to learn skills and develop personal attributes

OUTCOMES

Forest Schools has provided our pupils with the unique opportunity to interact with the outdoors environment in a way which might otherwise be challenging for them. Pupils have also been given further opportunities to develop their independence. This is having an impact on engagement and dysregulation for those pupils who find more formal learning challenging.

Preparing For Adulthood incorporates learning in the OLE and outside environments. Pupils regularly visit outdoor learning

environments where they complete work-based learning, develop their independence ready for adulthood, and foster resilience and challenge.

For the pupils transitioning to Oxford Rd, many completed travel training to enable them to be independent when traveling to school.

Offering our early years pupils the opportunity to interact with less familiar peers and travel around the school as part of inclusion carousels has ensured that year 1 are ready for transition and reception have had the opportunity to apply their learning, communication and social progress to a wider range of contexts.

Collaboration between learning approaches have been evidenced through inter house sports competitions, reward days, performances, play times and assemblies.

All classes are now accessing the community regularly and anecdotally through conversations, multiple teachers have reported that numeracy skills and self-confidence has greatly increased since these visits have been taking place consistently.

Staff have been trained on the importance of the process within learning activities rather than the outcome. This has developed staff who enable pupils to make mistakes and using language such as 'try' and 'have a go' before asking for support which in turn impacts on pupil learning and resilience.

Following a review of Personal Support Plans a new format was introduced which includes pupil feedback so that they have a say in what helps them to overcome strong feelings and behaviours.

NELFT supported small groups of our pupils with emotional health by providing workshops to help them to understand useful strategies they could use to help themselves. The careers lead is building on this by providing work to help them to apply these strategies in their future next steps including entering FE or employment. We have worked with new local employers with the intention that our pupils will have increased opportunities for work experience.



BEHAVIOUR AND ATTITUDES

TARGETS

- To further develop nurture principles and trauma informed practice in the school
- To build on the meaningful opportunities that pupils are offered to develop their independence
- To ensure all staff have a sound understanding of the functions of behaviour and how to positively influence and support pupils

OUTCOMES

Six principles of nurture have been incorporated into whole school behaviour policy. These principles were the focus of Inset training and are a regular element of morning training and briefings. Through investment in the environment and nurturing meaningful relationships, pupils can establish themselves as

important members of their class community. The principles of nurture are displayed in all classrooms for pupils to refer to.

Leaders have been working with staff to promote learning opportunities focusing on independent learning. This has been delivered through morning training. Leaders have observed the impact during learning walks and pupils are demonstrating less verbal expression of their needs and are independently collecting their resources. For the pupils transitioning to Oxford Rd, many completed travel training to enable them to be independent when traveling to school.

Staff have had regular training on the functions of behaviour. They have looked at behaviour management strategies that could be used for different functions of behaviour. The quality of behaviour

recording data has improved significantly as seen in weekly behaviour report monitoring and this had led to more meaningful functional analysis conversations with staff.

Specific incidents of challenging behaviour in classes that have been identified as needing further support have shown a clear reduction after bespoke behavioural support has been offered.

Secondary formal pupils are responsible for carrying personalised visuals focusing on feelings and emotions to lessons and getting them out to use/share with the teacher.

Our staff need to be recognised for their abilities to support our pupils. They have a good understanding of needs and how best to provide support.



LEADERSHIP AND MANAGEMENT

TARGETS

- To continue to support opportunities for collaboration across classes and learning approaches
- To develop further opportunities where staff have ownership of their professional development
- To continue to work collaboratively with our satellite hosts
- To raise parental awareness of learning, achievement and pupil opportunities
- To work with County to find a sixth form centre

OUTCOMES

Staff within learning approaches consistently work in a collaborative way. For example, planning meetings, training sessions, cross class learning opportunities, planning scrutiny and moderation. In working collaboratively staff ensure that pupils are being offered the most enriching offer available that meets their individual needs and celebrates their successes.

Formalised transition between learning approaches has been successful with planned opportunities to support familiarisation of new environments, different ways of working and understanding of pupil need.

Investment in unique initiatives to further enhance the curriculum offer has resulted in increased staff well-being as well as pupil engagement. Staff buy in is high when they are given the opportunity to be creative, collaborate and personalise approaches to their pupils' specific needs.

Morning training that has been designed dynamically after learning walks and observations has led to staff feeling more confident in specific areas of teaching and learning that is appropriate to the needs of their pupils.

We have continued to work closely with satellite settings, offering individual pupil support, work experience placements, whole school SEND reviews and SEN training/needs analysis.

We offer opportunities for parents to visit the school during a school day, this has been as stay and play sessions, coffee mornings, formalised visits and planned events, such as a future pathways event that families and pupils attended at Snodland. Parents have been empowered by participating and observing strategies delivered at school which can then be used at home. Parent feedback suggests that some of the most frequently adopted strategies include Attention Autism and intensive interaction, along with 'social commentary' during solitary play. Leaders of learning have worked hard to support parental perception of the progression from Formal Primary to the Secondary satellite, through EHCPs, individual parent meetings and opportunities to visit the satellite.

We have secured a new satellite provision for 5 functional classes at Oxford Road. The pupils have settled in well to the new provision.

