



Meade Hill School

School Development Plan 2023 - 2024

Vision

A centre of excellence built on a relational approach, where pupils feel safe to explore and enjoy learning, achieving positive outcomes and successful futures for all.

Purpose

To provide a nurturing learning environment that ensures children thrive and achieve academically, emotionally and culturally.



2023/2024 Priorities

1. To develop a joy for reading.
2. To improve pupils' access to therapy.
3. To develop a numeracy strategy.
4. To broaden the curriculum offer and improve staff pedagogy.
5. To improve pupil attendance.
6. To improve parental communication and engagement.
7. To further develop Restorative Practice across the schools.
8. To continue to focus on staff and pupil well-being.
9. To develop the role of Mental Health lead.
10. To improve staff retention and induction.
11. To further develop safeguarding procedures.

1. To develop a joy for reading.

Priority 1: To develop a joy of reading.

- To improve phonic awareness.
- To develop vocabulary acquisition.
- To develop opportunities for reading for pleasure.

Success Criteria:

- 75% of pupils on literacy interventions (Ruth Miskin) will make expected or above expected progress in reading ages.
- 75% of pupils using Bedrock, will make expected or above expected progress in vocabulary acquisition.
- All pupils will have access to engaging texts and timetabled time to read for pleasure.
- Continuing high quality CPD will support the embedding of Fresh Start and Bedrock, to support secure phonic knowledge and vocabulary acquisition
- To develop a consistent approach to developing handwriting, which will have a positive impact on pupils' presentation in all subjects
- To provide opportunities for structured talk
- To combine writing instruction with reading in every subject
- To improve reading fluency and comprehension of struggling readers through targeted reading interventions
- To proactively analyse data linked to interventions and use this to improve pupil outcomes

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
<p>1.1.1 To improve phonic awareness</p> <p>Pupils' phonic knowledge is improved through a systematic approach to its teaching</p>	<p>All new pupils to be assessed for phonic understanding using Fresh Start Assessment</p> <p>Fresh Start to be delivered either whole school or as a 1:1/ small group</p>	Ongoing	SW whole school oversight from September TO'B + DM until then (Literacy intervention/SEN Co)	All children making progress and becoming secure in their phonic knowledge (unless specific SEN barrier)	<p>Renew access with the following package:</p> <p>Fresh Start online subscription with 25% discount: £450 + VAT</p>	

Fresh Start assessment is used effectively to improve pupil outcomes	work for all children needing phonic input Assessment in Fresh Start used at 6-week junctures to ensure targeted learning for pupils and increased progress, recorded on the FS tracking programme		Literacy intervention staff TO'B and MM		One in-school development days: £600 + VAT per day Total cost: £1,050 + VAT																																									
<p>1.1.2 To develop vocabulary acquisition Bedrock is implemented to improve vocabulary acquisition at KS3</p> <p>To use Nessy to support spelling strategies for pupils with a spelling age of 7 and under</p> <p>Bedrock Mappa is used successfully to support the language of the GCSE courses</p>	<p>When secure in phonics, pupils to be moved onto Bedrock Vocabulary intervention</p> <p>Pupils with spelling and reading ages of 7 and under will use Nessy, in conjunction with Fresh Start to improve accuracy in spelling</p> <p>To develop the use of Bedrock at KS4, to support the development of</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Sept 2023</p>	<p>Literacy intervention/SEN Co oversee Form tutors in literacy half hour</p>	<p>All pupils identified as needing vocabulary support and using the Bedrock Scheme, to make progress from their starting points</p> <p>Literacy staff proactively using Bedrock tool to assess and identify areas for development in pupils</p> <p>Pupils in KS4, accessing KS4 Bedrock as part of revision work</p>	<table border="1"> <thead> <tr> <th>Description</th> <th>Qty</th> <th>Unit price</th> <th>Disc-%</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>1 year whole school subscription to Bedrock Mapper. Subscription period: 01/11/2022 to 01/11/2023</td> <td>1</td> <td>999.00</td> <td>16.00</td> <td>839.16</td> </tr> <tr> <td>2 month free whole school subscription to Bedrock Mapper. Subscription period: 01/10/2022 to 01/11/2022.</td> <td>0</td> <td>999.00</td> <td>100.00</td> <td>0.00</td> </tr> <tr> <td>Access for 75 additional learners to Bedrock's core curriculum for whole school for 12 months. Subscription period: 01/11/2022 to 01/11/2023.</td> <td>75</td> <td>10.99</td> <td>16.00</td> <td>692.37</td> </tr> <tr> <td>Free access for 75 additional learners to Bedrock's core curriculum for whole school. Subscription period: 01/10/2022 to 01/11/2022.</td> <td>6</td> <td>10.99</td> <td>100.00</td> <td>0.00</td> </tr> <tr> <td colspan="4">Subtotal</td> <td>1,531.53</td> </tr> <tr> <td colspan="4">total VAT 20%</td> <td>306.33</td> </tr> <tr> <td colspan="4">Total GBP</td> <td>1,837.86</td> </tr> </tbody> </table> <p>Nessy Reading Spelling 12 months- 15 licences £19.00/ 1 =£285.00</p> <p>Mapper is £999 (+VAT) per annum</p>	Description	Qty	Unit price	Disc-%	Amount	1 year whole school subscription to Bedrock Mapper. Subscription period: 01/11/2022 to 01/11/2023	1	999.00	16.00	839.16	2 month free whole school subscription to Bedrock Mapper. Subscription period: 01/10/2022 to 01/11/2022.	0	999.00	100.00	0.00	Access for 75 additional learners to Bedrock's core curriculum for whole school for 12 months. Subscription period: 01/11/2022 to 01/11/2023.	75	10.99	16.00	692.37	Free access for 75 additional learners to Bedrock's core curriculum for whole school. Subscription period: 01/10/2022 to 01/11/2022.	6	10.99	100.00	0.00	Subtotal				1,531.53	total VAT 20%				306.33	Total GBP				1,837.86	
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	functional language for GCSE To provide staff training so subject specialists are able to add subject vocabulary to programme, to support pupils' language acquisition			KS4 pupils to have made progress from their starting points in English		
1.1.3 (reading) To improve reading fluency of lower ability readers	Using GL Reading and spelling data SENCO/Literacy TA to identify readers stage 3 and below to have additional interventions using Rapid Reading (in class with TA + 1:1) (ensure data led) <i>Shown to quadruple the rate of reading progress! Children using Rapid Reading in seven Worcestershire primary schools made an average gain of 13 months in their reading age over a 3 month period (using the</i>	Ongoing	Literacy intervention/SEN Co In class TAs for identified pupils	Literacy TA uses accurate assessment to track struggling readers and ensure they are making progress through additional reading practise TO'B keeps teachers and SLT updated on pupil outcomes in interventions Nessy or Beat Dyslexia are being delivered systematically to support pupils' reading difficulties Data is used proactively to assess impact or target additional support	Time Rapid Plus, one year subscription=£388 Pack Rapid Plus 3-6 Complete Easy Buy 9780435071684 £1,530.00 Rapid Plus 7-9 Complete Easy Buy 9780435071691 £770.00 = £2300 + £388= £2688	

	<p><i>programme in a minimum of 3 half hour sessions a week). That's 4.3 times the expected progress!</i></p> <p>Dyslexic pupils are accurately identified and receiving appropriate interventions to support reading difficulties</p>					
<p>1.1.4 (Speaking & Listening)</p> <p>To develop writing skills through developing oracy skills</p>	<p>Opportunities for Planned structured talk are included in the timetable E.g. Current events PSE and teacher planning Talking book reviews</p>	<p>On going</p>	<p>English Co-ordinator SENCo Literacy TA</p>	<p>Planned structured talk has a positive impact on pupils' writing and vocabulary acquisition as evidenced in writing data</p>		
<p>1.1.5 (Developing Writing)</p> <p>To improve writing across the schools</p>	<p>English teacher works with subject teachers to identify opportunities for reading and writing instruction in all subjects</p> <p>To develop a writing assessment to</p>	<p>On going</p> <p>Autumn 23</p>	<p>English Co-ordinator</p>	<p>All teachers understand it is their responsibility to improve literacy skills Pupils have opportunities to read and write in every subject they study</p> <p>The English co-ordinator develops a writing</p>	<p>Time</p>	

	support more accurate data captures in English			assessment for every year group so a more accurate assessment can be made of their ability in English		
1.1.6 (Grammar) To improve grammatical understanding across the schools	Schools implement the Grammar package in Bedrock Learning to improve pupils' understanding of grammar Grammar is explicitly taught at KS3 with teachers identifying opportunities to embed it in text-based lessons Grammar resources are developed which combine Elklan strategies (N.O)	Sept 23	English Co-ordinator SENCo Literacy TA	Schools timetable Bedrock Grammar into weekly timetable A cross Fed working party is set up to develop grammar resources	Schools budget for additional cost of grammar resources in Bedrock Learning (minimum package is £899. This provides access to our grammar and vocabulary curriculum, for up to 90 students for 12 months. (£9.99 a year for additional students) (shared cost with CC)	
1.1.7 (Handwriting) To improve handwriting across the schools	To (re)train staff in the Morells handwriting scheme, agree appropriate training day and contact Sue Smits All schools to purchase handwriting	Ongoing	Form staff Intervention staff	Pupils with most handwriting issues, targeted first Staff are confident to deliver the scheme	Morells Training-First session virtually and the second one, the practical side of the training, in-person £180 x 2= £360	

	<p>resources, Literacy TA/Co-ordinator audits current stock and orders (booklets and fine motor tools) to support improving handwriting across the schools (individual schools chose whole school or individual basis)</p> <p>Identify all pupils with poor handwriting, pupils to complete letter join books (X3)</p> <p>Optional-pupils unable to use cursive script, complete letter join books (x3)</p> <p>Pupils further develop handwriting out of the scheme, using school exercise books (Cripps/Nelson Scheme modelled by teacher/1:1)</p>			<p>Handwriting Sessions are planned in the timetable</p> <p>All pupils with handwriting issues show progress from their starting points</p> <p>Literacy TA/Co-ordinator plan a display looking at handwriting samples from the start and end of the scheme</p> <p>Pupils are able to transfer new writing style out of the</p>	<p>Work book bundles from £14.95 to £29.95</p> <p>Alphabet</p> <p>Joining</p> <p>Cursive script</p>	
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				scheme books and into exercise books		
1.1.8 To develop the joy of reading	Create reading spaces in every classroom	April 2023	All staff	Pupils will read for pleasure in their own time i.e. borrowing books.	£ 400 furniture	
	Have a rolling programme of book/magazine purchases	Every new financial year		Pupils have a range of literacy materials to access	£ 2000 a year	
	Regular literacy events throughout the year					
	Literacy training focus every half term.					
	To develop and incentivise a system for reading books to go home to support pupils' access to good literature and develop a joy of reading	Autumn 23	English Co-ordinator/Intervention team	Pupils are able to borrow books from school with an incentive to create a book review to show what they have enjoyed about the text.	£200 to set up a borrowing system (bags, reading records etc)	
	To develop weekly library visits to support pupils' exposure to literature	Summer 23	Intervention team	Pupils will understand how to use a library in their community and obtain a	To be timetabled	

				library card, so they can be exposed to a range of good literature for free.		
1.1.9 To develop in-depth reading opportunities across the curriculum	All curriculum plans have areas to develop literacy clearly embedded Literacy/ English lead will attend each collaborative working group.	Ongoing	English lead Teaching staff	Collaborative working groups meet with a focus on literacy. English lead QAs the curriculum maps.	M+NA	
2. To improve pupils' access to therapy						
Priority 1: To improve pupils' access to therapy.			Success Criteria: •			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.1.3 Provide a basic level of access to therapists at each school.	Each school to get one day per week of a therapist through an SLA with One Education.	Mar 23	AB	SLA in place for one day per week of Therapist per school.	£15,405 per term	
1.1.4 Review all aspects of therapies provided by the schools	Seek advice about the best way of providing therapies in schools.	Jul 23	AB	Final agreed process of therapies in schools along with a monitoring system fully in place.	Costs to be determined after review and to be in the next financial year.	
	Find examples of best practice.	Jul 23	AB			
		Nov 23	AB			

	Look for evidence of impact and how this is measured.	Dec 23	AB			
	Develop a new proposal for therapies provided in school, covering Art/Drama/Play/CAMHS/SaLT/OT/ etc	Dec 23	AB			
	Set up monitoring system with clear strategies for evaluating impact.	Dec 23	AB			
	Agree new process with the SLT.	Jan 23	AB			
	Recruit staff to relevant positions.	Feb 23	AB			
3. To develop a numeracy strategy						
Priority 1: To improve maths understanding across KS3 and KS4 to improve pupil outcomes			Success Criteria: <ul style="list-style-type: none"> • 70% of pupils to make expected/more than expected progress on intervention programme. • Intervention programme sourced and implemented • Maths interventions are given same priority as current literacy interventions • Key staff are trained to deliver high quality maths interventions • Tracking data and GL assessments in maths, are used to identify pupils and areas for development, in the maths curriculum 			

			<ul style="list-style-type: none"> More and most able students have access to extension lessons to support their higher learning 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
3.1.1 Identify and Implement an appropriate catch up numeracy intervention	<p>Numeracy working group will identify an appropriate maths intervention scheme</p> <p>Maths teacher and Exams Officer will analyse data and identify pupils suitable for intervention</p> <p>GL Assessment analysis will be used to look at key areas for learning, for individual pupils</p> <p>Timetable to be developed, to deliver numeracy interventions</p>	<p>July 23</p> <p>Sept 23</p> <p>Sept 23</p>	<p>Maths teacher</p> <p>Intervention staff</p>	<p>The programme will be targeted at pupils with most need.</p>	<p>Time</p> <p>Cost of new scheme</p>	
3.1.2 Identify and train staff capable of delivering maths interventions (2 per site)	<p>Staff survey of skills</p> <p>Identified staff to complete training</p>	<p>Summer 23</p>	<p>Maths co-ordinator and SLT</p>	<p>Staff will be identified that can deliver interventions.</p>	<p>Possible staffing role?</p> <p>Continuation of Covid Catch Up Funding across schools</p>	

3.1.3	Identify pupils below stage 3 who would benefit from catch up maths	SENCo/Exams officer to identify pupils working below stage 3	Sept 23	Maths teacher/Exams Officer	Pupils are identified for interventions.		
3.1.4	Identify pupils in KS4 who have gaps in mathematical understanding and target to improve KS4 outcomes	KS4 pupils identified who need maths boosting for successful GCSE outcomes	Jan 24	Maths teacher Intervention staff	Pupils in Year 10 and 11, who need additional support in maths are identified and supported to improve outcomes at GCSE	Intervention staff Time	
3.1.5	Develop support timetable to deliver maths intervention	Timetable for interventions produces	Sept 23	Exam officer/ intervention staff	Intervention timetable in place.	Time	
3.1.6	Track pupil data to look at impact of intervention	Use of data to track pupils progress	Ongoing	Maths teacher Intervention staff Exam Officer	Impact of interventions will be seen	Time	
3.1.7	To improve pupil progress and understanding through use of concrete, pictorial and abstract approach	Key staff are trained in this approach	Sept 23	(NO) (SX) to deliver cross Fed training on new strategies	Use White Rose and increased amount of concrete resources Not used in KS4 consider how to better implement use of pictorial representations with them	Cost of concrete resources =£500 Time	
3.1.8	Implement My maths for pupils to access at	My maths will be set up	Ongoing	Maths teacher Form Tutors	Pupils can access my maths in and out of school.	£695 +VAT per annum	

home and in school.						
4. To broaden the curriculum offer and improve staff pedagogy						
Priority 1: To become a research school Cross curricular links and assessment to be embedded Teachers to have access to specific pedagogy training			Success Criteria: <ul style="list-style-type: none"> All curriculum maps will be outstanding Pupils will have a broader and deeper curriculum Staff Pedagogical knowledge will be either good or outstanding. 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
4.1.1 To identify teaching staff CPD needs. Allow staff time to share good practice.	Use Bluesky Analysis and QA staff voice on each site. SLT/line managers To identify good practice and create opportunities for sharing this (cycle of peer observations)	Dec 23 Ongoing	SM to prompt Heads to make sure it is completed	Staff training needs will be identified. Opportunities of good practice will be shared across the Federation	Time	
4.1.2 To Improve staff pedagogy Create opportunities for curriculum cohesion by planning a thematic approach. Subject leads from each site, to attend MSA Subject Lead Annual Events.	Curriculum Groups support the development of thematic planning All lead teaching staff to attend subject lead events and cascade down.	Ongoing Ongoing	Subject leads	Staff have a greater understanding of pedagogy in the subjects they teach. Staff to deliver MSA training to other staff in school.	Planning time £240 each subject	

To improve teaching staff pedagogical knowledge of teaching and learning	Use the WALKTHRU's models by Tom Sherrington (8 sessions in term 1)	Spring 24	SM from CC	Staff to have a general improved pedagogical approach to teaching	£1,340 cost of WALKTHRU's	
4.1.3 To develop more cohesive curriculum that is relevant to our students and their entitlement.	Source peripatetic music teacher To identify a Humanities qualification at KS4 To source high quality Mechanics/Construction projects for pupils in Year 11	Sept 23 April 24 Sept 23	Heads	Pupils to be able to access music as part of their curriculum offer. Pupils to be able to complete a humanities qualification to develop the curriculum offer at KS4 Identified pupils to gain a qualification in construction/mechanics	Costing of staffing Possible funding of construction project	
4.1.4 To maintain ambition in the curriculum	The curriculum offer will be outstanding through high quality curriculum documents	July 24	Subject leads	All curriculums will be rated outstanding on Ofsted framework	Time	
4.1.5 More robust assessment model that supports the	SM (CC) to create an Assessment Policy.	Autumn Term 23	SM/ working groups	All curriculum maps to have assessments included Assessments will be standardised across the curriculums, with	Time	

curriculum and pupil progress.				opportunities for cross Federation moderation to be developed		
4.1.6	To start work with Professor Mel Ainsclow and Phil Beswick	To develop and refine the curriculum through the expertise of others	Spring 24	SM/SN/HT	To improve the quality of curriculums through expert advice	Costing to be confirmed through Phil Beswick
5. To improve pupil Attendance						
Priority 1: To improve whole school attendance			Success Criteria: To improve Meade Hill attendance by 5%, from 79% to 84% To embed robust attendance procedures and increase number of FPN by 10% To develop an outreach provision for pupils with significantly low attendance for pupils with 'emotional based school avoidance/dysregulation (SX) To further embed the 'Distributed Leadership Model for Attendance' by allocating MH SLT, identified groups of pupils for management To improve processes for attendance communication To promote good attendance through whole school strategies			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
5.1.1 To implement school specific action plans around attendance Pupils- To involve pupils in attendance drives and make them aware of their own attendance	Systems are developed so staff are aware of individual pupil attendance on a weekly basis Attendance data is included on task sheets (end of week)	From Sept 23	Form Tutors	Staff engage with attendance data so they are aware of individual attendance and take a proactive approach to managing pupils in their form groups or distributed leadership groups	Time Time to develop proforma	

<p>Parents-To further improve relationships with parents, through regular parental engagement activities that have an attendance focus and celebrating good attendance with improved home-school communication, postcards, teacher/ class link e.g. Class Dogo</p> <p>Staff-to ensure staff understand they are responsible for attendance of pupils within their form groups with regular whole school focus on attendance, including appraisal discussions</p>	<p>Pupils develop communications for school and home, to promote good attendance</p> <p>Attendance is celebrated in the Christmas and End of Year Celebration (trophies)</p> <p>A class-based communication is implemented so parents have regular updates on attendance from class staff</p> <p>Staff have a focused attendance target in the Autumn Appraisal</p> <p>Pupil Attendance is on the agenda at every line</p>	<p>Ongoing</p> <p>December 23/July 24</p> <p>Sept 23</p> <p>Autumn 1</p> <p>Termly</p>	<p>Senior Leads</p> <p>SLT</p> <p>All staff</p>	<p>Pupils engage with their own attendance data and are aware of the whole school target</p> <p>Home-school communications are improved and parents understand the importance of good attendance and how it supports their child's education</p> <p>Daily positive communications and photos improve home school and pupil parent relationships, creating a more positive ethos</p> <p>Performance related pay, linked to an attendance target will ensure a pro-active approach from form tutors to ensure pupils attend and barriers to attendance are addressed</p>	<p>Refreshments and some transport costs for more vulnerable families =£300</p> <p>Cost of trophies = £100</p> <p>Class Dojo-ClassDojo today 100% free for schools</p> <p>Time</p>	
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<p>Outside Agencies- ensure pupil attendance is on the agenda when discussing individual pupils, add to school reports sent to outside agencies</p>	<p>management meeting</p> <p>The weekly updates provided for staff, will highlight pupils whose attendance is a concern</p> <p>Proformas for CAMHS etc, will include a pupil's attendance</p> <p>DSL will always present attendance data in meetings</p> <p>Early Help/SWs will be given regular updates on pupils' attendance</p>	<p>Weekly from September</p> <p>Sept 23</p>	<p>Senior Leads/SENCo</p>	<p>All staff will engage with pupil attendance and be aware of fluctuations and any causes for concern. They will understand it is their responsibility</p> <p>Outside agencies will understand that attendance is a priority at Meade Hill School and that their work/support can improve outcomes for pupils</p>		
<p>5.1.2 To embed the National Strategy for attendance from September 2023, including social care</p>	<p>The attendance spreadsheet will be kept up to date, identifying pupils with attendance concerns, this will be</p>	<p>Ongoing</p>	<p>JS</p>	<p>Admin will improve their engagement with attendance data and develop more efficient processes with managing the attendance protocols, especially letters</p>	<p>Increased Parent mail costs for more letters being sent</p>	

referrals for attendance below 50%	discussed at SMT on a weekly basis	June 23 then ongoing	SLT	All SMT will be aware of any pupils struggling with attendance and address any barriers to attending	Time	
	Pupils with attendance below 85%, will be allocated to members of SMT, who will need to proactively manage the pupil's attendance record and offer support to families. This will be discussed weekly at SMT			Members of SLT will have individual caseloads so they can manage specific pupil attendance. No pupil will be left without support. Embedding the Distributed Leadership Model for Attendance		
	Source additional training for Admin Assistant to give them an improved understanding on how to and importance of, attendance protocols	Autumn 1 23'	JS/JdLvW	Admin member of staff, responsible for recording attendance, understands the importance of following all protocols effectively for the safeguarding of all pupils		

SIMS Academic Management course

£175.00 per person (Discount rate for schools with an [enhanced support contract](#)).

£220.00 per person (all other schools).

5.1.3 SX to trial a strategy to improve the attendance of EBSA/D pupils and share with other Federation Schools	SX to have trialled engaging pa pupils and share with other schools	Sept 23?	SX Staff	Have an understanding of appropriate strategies and levels of support for pupils with significant attendance issues and school-based anxiety and avoidance	TBC by SX	
5.1.4 To improve staff training around 'Distributed Leadership Model for Attendance'	Planned inset on the model is delivered by DH (increase in new staff since last training)	June 23	JdLvW	All staff have a good understanding of the model and the importance it plays in safeguarding pupils	Time	
5.1.2 To develop own reward systems to improve good attendance	Attendance will become a whole school focus; good attendance will be celebrated on a weekly and termly basis Class attendance will be celebrated and rewarded, to develop positive use of peer influence to encourage poor attenders	Ongoing	All Staff	Pupils will engage with their attendance and that of their peers, rewards and celebration will improve motivation to attend Peer influence is used to support group attendance	Additional money for 100% attendance trips Additional resources to be created around attendance-additional cost Total-£600 Display Resources-£200 (additional to display cost centre)	

	Attendance boards will be developed within school			Attendance prompts will be developed all round school so pupils continually aware of the focus which should support improvement of attendance		
6. Improving parental engagement						
Priority 1: To improve parental engagement through improved communication strategies			Success Criteria: <ul style="list-style-type: none"> • Communication with parents is improved and a 5% improvement in communication scores is (whole Fed 92% to 97%) reflected in next parental questionnaire • Staff training improves the implementation of Parent Mail as a communication tool between parents/carers and school • More staff are trained on the use of Parent Mail • An additional communication system is sourced for direct communication and celebration between class-based staff and families • Staff training takes place to ensure staff competency using the new system • Communication and celebration of pupils is improved and improved communication scores on next parental questionnaire 			
7.1.1	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
To source an appropriate software package for curriculum staff to communicate with parents	Other communication systems are investigated and trialled	June 23	JS	The best class communication system is found for MH		
	The best fit communication	July 23	SLT			

	<p>portal is sourced and financed</p> <p>Staff training on the new communication system is carried out so staff are confident in its use</p> <p>Staff are using new system on a daily basis to communicate with families</p> <p>QA'ing of new system takes place for quality and frequency of new system</p>	<p>Sept 23</p> <p>Autumn 1</p> <p>Autumn 2</p>	<p>JdLvW</p> <p>All staff</p> <p>SLT</p>	<p>Staff are confident to use new system and home/school contact, including celebration is improved</p> <p>High quality communications are sent on a daily basis, catching daily positives for pupils and improving relationships with school and home, supporting relationships between parent and child</p>	<p>Class Dojo-ClassDojo today 100% free for schools</p> <p>Time-Published step by step guide and video tutorials-admin time plus staff meetings x2 for whole staff training</p> <p>Time</p> <p>Possible addition to Blue Sky</p>	
7.1.2	Staff training on Parent Mail is sourced and all of SLT complete in	Sept 23	JS/Other Fed admin staff	Additional staff are able to confidently use Parent Mail to improve communication between school and home	Free + Time	

To improve use of Parent Mail through staff training	addition to admin staff member					
	Parent Mail is used effectively to support administrative tasks including creating a uniform shop	Ongoing	JS	The office organisation and some administrative tasks are streamlined and made more effective	Time	
	Parent mail is used effectively by all senior staff to send e-mails and texts to parents	Ongoing	SLT	Additional staff are able to confidently use Parent Mail to improve communication between school and home	Time	
	A Calendar of events is well planned and sends timely messages to parents and carers	Summer Term 23	JdLvW	All parental engagement events are well planned, with sufficient notice for parents to attend. Additional reminders are sent to improve parent attendance.	Time	
Groupings are further developed to improve targeted communication to different school groups and families	By end of Autumn 2 (23)	JS/ JdLvW	Tasks are streamlined and made more effective	Time		
7.1.3	Half termly parental engagement	Ongoing	LM/DM/AT/ JdLvW	Parents are well informed of school strategies and	Financing of refreshments, additional items bought	

To plan regular parental engagement events/ workshops	activities are planned with different focus from Senior Leads and SENCo (inclusive of Restorative Practice and Attendance foci)	Summer 23	JdLvW/LM	initiatives and understand the role they play in supporting their child	but cooked by kitchen staff- increase to hospitality budget of an additional -£300
	Events are planned annually and in the school diary, linked to Parent Mail for improved notice to parents			Notice periods and communication of events are improved to improve parental attendance and communication with school	Time
	To develop pupil/parent workshops to support positive relationships between parents and pupils, starting with family cooking sessions	Starting Spring 1 24 then ongoing	LM/KR	Positive interactions are managed between parent and child, supported by school staff. Parents are upskilled in a range of areas, starting with healthy eating and a balanced diet	Additional food resources purchased through food technology budget- an additional £200

7. To further develop Restorative Practice across the schools

Priority 1: All staff to be trained in restorative approaches and impact to be monitored.

Success Criteria:

- All staff to attend training in restorative approaches.
- Restorative approaches to be QA through lesson observations / learning walks.

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.1.1 Inspiration day with Nathan Maynard – Whole Federation	Training day takes place	4.9.23	HT	All staff will have improved awareness and motivation.	Awaiting costs – centralised	
7.1.2 Individual Q&A sessions for each site with Nathan Maynard	Session timetable for each site	4.9.23 5.9.23	HT			
7.1.3 Key staff to be complete train the trainer training with Nathan Maynard	Key staff identified at each site. Attend training day	6 th – 9 th September 2023	HT	Trainers enabled to deliver session throughout Federation and beyond.		
7.1.4 All new staff to complete Hacking school discipline book study	CPD sessions to be booked for identified staff as part of training plan.	Autumn term 2023	HT	All staff are fully trained in this area.		
7.1.5 More staff training Restorative practices foundation level	Support room staff to complete training in this led by our trainer.	Autumn term 2023	HT	Highly skills staff in key areas of the school to reduce incidents over time.		Allocated training time.
Priority 2: More key staff to be trained in conflict resolution			Success Criteria: <ul style="list-style-type: none"> • All support staff trained in conflict resolution mentoring • All staff to receive an introductory training session to conflict resolution 			

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.2.1 Meeting with Luke Roberts to create an action plan for Conflict Resolution	KB to arrange date for May training for additional staff in conflict resolution. - Lower-level training for all staff in conflict resolution.	June 23	KB	Action plan for next academic year to be created alongside training schedule.	Cost of training TBC by LR	
7.2.2 Training sessions led by team at each site in September to refresh staff	Each site team to deliver a training session in September to refresh staff on conflict resolution and referrals.	4 th / 5 th September 2023	HT	All staff will understand what it is and the referral process.		
7.2.3 Improve the visibility of the conflict resolution team	Schedules training for all staff by the whole team each term at each site	Termly	KB	Team will be seen at each site throughout the year.		
7.2.4 More staff trained in conflict resolution	Conflict resolution 3-day training to be	April 23	HT	Building a bigger team to support the young people.		

	schedules and completed					
Priority 3: All conflict resolution sessions to be recorded on conflict hub and analysed for impact.			Success Criteria: <ul style="list-style-type: none"> All data recorded on conflict hub Analysis of data for action plan 24-25 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.3.1 To ensure all key staff have access to conflict hub.	Ensure all key staff	June 23	Conflict Resolution Team	Team will be able to use and record	Conflict hub	
7.3.2 Key staff identified at each site to allocate cases to mentors.	Staff to be identified and to allocate cases to mentors as required. Half termly report back to HT on caseloads and outcomes.	Sept 23	Conflict Resolution Team	Lead will analyse data and report back to HT for quality assurance		
7.3.3 Analysis of incidents	Key staff to work with Luke Roberts to analyse incidents.		Conflict Resolution Team	Team will have an understanding of what the data is telling us		
Priority 4: Peer mediation to be piloted in all schools			Success Criteria: <ul style="list-style-type: none"> All schools to introduce and embed peer mediation. All schools to have identified peer mediators 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)

7.4.1 Support for learning leads to attend training around Peer mediation (link shared at last working group)	Initial training completed	May	SFL LEADS	SFL aware of how to introduce peer mediation into school		
7.4.2 Working group to follow up from training for implementation plan for Peer Mediation across the sites	Action plan created	July	SFL LEADS	SFL leads to develop an action plan for Peer Mediation.	Cost of training	
7.4.3 Action plan to be implemented across sites.	Action plan implemented	Sept onwards	SFL Leads	SFL to implement action plan.		
8. To continue to focus on staff and pupil well being						
Priority 1: Improve the Staff Wellbeing offer Bench Mark 2022_2023: <i>Staff who enjoyed the rewards system in school 75%</i> <i>Staff attending the online wellbeing programmes 50%</i> <i>Staff accessing supervision 30%</i> <i>Staff participating in physical activities within school 30%</i> <i>Staff who have accessed the EAP programme 8%</i> <i>Staff who have attended social wellbeing events 80%</i>			Success Criteria: <ul style="list-style-type: none"> • Provide one team building activity at each school site • Increase staff award events, to two every academic year 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
8.1.1 To prioritise staff-well-being through an effectively planned well-being offer	Staff Wellbeing Calendar to be agreed and	May/June 2023	Staff Wellbeing Team	All staff are aware of the staff wellbeing offer	Time	

	advertised on staff newsletter					
	Agree team building activity and budget for September 2023 inset day Activity booked	May/June 2022 June/July 2023	SLT Staff Well Being Team	Activity established and date agreed	To be confirmed when identified	
	Agree two dates for Annual awards (end of term 1 and 3) Email out staff awards selections Award gifts to be purchased	May/June 2022 November 2023 November 2023	SLT SG SG	Improve staff morale and recognition	Voucher and experience costs to be confirmed when agreed	
9. To improve the mental health offer for pupils						

Priority 1: To develop a tiered approach to mental health and wellbeing support			Success Criteria: <ul style="list-style-type: none"> Improved pupil mental health offer 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.1.1 Develop a stepped model of care, outlining support	Staff training session to generate model.	Spring 23	LA SENCo	Pupils will have better access to support.	SMHL course, DfE funded	
9.1.2 Add <i>care model</i> to pupil provision maps	Form tutors to add what tier their pupils are in, onto provision maps.	Summer 23	LA/Class Teachers SENCo	All relevant adults will have a deeper understanding of the support on offer/needed for their pupils.		
Priority 2: To ensure staff are trained appropriately to support mental health			Success Criteria: <ul style="list-style-type: none"> Improved mental health offer 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.2.1 Identified staff to complete mental health training	Staff training on implementation of assessment and support takes place	Autumn 23	LA/TR SENCo/MH Lead	Staff trained in areas of tiered support, to support pupils' mental health needs		
9.2.2	Identified staff take part in further training, to ensure understanding and	Spring/Summer 23/4	LA/TR SENCo/MH Lead	Earlier identification of pupils' mental health needs		

	implementation of course outcomes					
Priority 3: To improve the monitoring of mental health support and its impact			Success Criteria: <ul style="list-style-type: none"> Better mental health of pupils 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.3.1 To develop a system for monitoring pupils' mental health needs	Implement monitoring strategy to review pupil need.	Summer 23	LA SENCo/MH Lead	All pupils will be mapped onto model of care and receive appropriate mental health and wellbeing support	Time	
9.3.2 To analyse the impact of data	Review impact termly using RCAD interim assessment tool.	Autumn 23	LA/Form tutors	Data will be used to determine effectiveness of support	Time	
Priority 4: To develop whole school approach to assessing mental health needs.			Success Criteria: <ul style="list-style-type: none"> Pupils access tiered support at an earlier point 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.4.1 To be able to baseline pupils' mental health needs	Develop screening tool to use as a baseline assessment.	Summer 23	LA SENCo/MH Lead	All existing pupils screened by Spring 24		
9.4.2 To ensure staff are well trained to baseline	Train relevant staff to deliver baseline assessment.	Summer 23	LA/Selected staff	Selected staff will be confident in assessing pupils.		

pupils' mental health needs						
Priority 5: To enhance staff awareness and understanding of LGBTQIA+ matters so all pupils' mental health is supported			Success Criteria: <ul style="list-style-type: none"> • Reduction in homophobic/biphobic/transphobic incidents logged on IRIS • Improved support for LGBTQIA+ pupils • Improved staff confidence in delivering lessons 			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
9.5.1 Obtain the Rainbow Flag award (Proud trust)	Designated staff to attend the Rainbow Flag award (Proud Trust)	Sept 2023	PSHCE Lead/Support for Learning Lead	Trained staff, able to deliver training and support across the school. Higher staff awareness.	Course cost £890	
9.5.2 To oversee implementation of resources and strategies derived from the Rainbow award.	To oversee implementation of resources and strategies derived from the Rainbow award.	Sep 23 – July 24	PSHCE Lead/Support for Learning Lead	An embedded LGBTQIA+ curriculum.		
10. To improve staff retention and induction						
Priority 1:			Success Criteria: <ul style="list-style-type: none"> • Low staff turn over • High quality induction of new staff 			

<ul style="list-style-type: none"> • To retain good quality staff • To ensure consistent implementation of existing onboarding and induction processes • To Implement an induction process for supply staff • To identify push and pull factors for staff churn • To review recording procedures on Blue Sky for non-teaching staff 		<ul style="list-style-type: none"> • High quality induction of supply staff • All staff are aware of schools' ethos. • All staff have a supportive probation period 				
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
10.1.1 Continued professional development to train staff up for future MAT roles in both delivery of training and management roles	Federation will have trainer leads in: <i>Conflict resolution</i> <i>Mindfulness</i> <i>Emotion coaching</i> <i>Emotional regulation</i> <i>Parental Engagement</i> Middle leader and Assistant Heads will have training in NPQ's Senior TA's will complete the ILM course	Ongoing	Heads through Training Plan	Staff feel that their professional development is seen as a priority. Staff have the skills for leadership roles. The federation can deliver training to external agencies.	Central Training costs	

8.1.3 Regular weekly staff wellbeing events	Staff surveys completed, to identify what supports staff well-being Each site's 'Staff Well-Being Team' to plan a series of events which are timetabled and advertised	Sept 23 then ongoing	Wellbeing Leads	Staff feel their wellbeing is important and prioritised by leaders Staff have input into activities and feel listened to	£300	
8.1.4 Termly wellbeing training using 'Hays 21 Online Wellbeing Training'	Staff select 6 of the 21 events they would like to attend on wellbeing. All training monitored on BlueSky	Ongoing cycle from Sept 23	Staff to sign up for courses	Staff wellbeing training is more specific to the staff. Staffs wellbeing is supported	Part of Hays programme already	
8.1.5 Implement a more focused induction process for supply staff	HR will create induction packs and processes	Sept 23	HR/SLT	Supply staff will be appropriately supported to carry out their roles correctly	Time	
8.1.6 All new staff should have an induction starter welcome pack.	All staff will have an induction pack with the Federation vision and purpose included	Sept 23	HR/SLT	New staff will have all key information needed and access to programmes needed.	Cost of federation merchandise £2000	

8.1.7	All support staff will have a 4,8,12-week probation meetings	Sept 23	Line managers/SLT/HR	Support is put in place if needed Staff meet the school's expectations	Time	
11. To further develop safeguarding procedures						
Priority 1: To ensure all safeguarding related policies are current and up to date			Success Criteria: <ul style="list-style-type: none"> All policies up to date with current legislation and Local Authority Guidance. 			
Action	Milestone	Date	Responsibility	Outcomes	Resources / cost	Status (R/A/G)
8.1.1 DSL working group to update policies	Child on child abuse Safeguarding Policy Anti Bullying Missing from School 1. New policy awaiting Governor ratification, currently being used as working document and shared with staff in December 22. This Follows on from the complaint received in November 22.	April 23	KB / LT DSL working group	All policies up to date with current legislation and Local Authority Guidance.		

	<ul style="list-style-type: none"> ▪ The afternoon pupil registration information needs to be added to the policy. 2. If HT not on site – DHT notified – to be added to the policy. 3. Should DSL in particular provision be notified also? Include in policy alongside HT notification 4. Office staff need to be informed so can answer phone appropriately – they are to be informed by DSL/HT/DHT. Could this info be converted to an accessible flow chart for an easier visual? 5. Virtual School to also be notified (unless advised otherwise). 6. Update risk assessment for the child after the incident to be added. 7. Has incident been recorded on SIMS? Does this need to be added? Add step to flowchart at appropriate point - then scan and upload to CPOMS. 8. Re-organise steps around when pupil is found. 					
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	<p>9. In Appendix add the risk assessment.</p> <p>10. References to other policies – cross reference with revised Safeguarding Policy and Attendance Policy.</p> <p>Online safety</p> <ul style="list-style-type: none"> ▪ Policy needs to be updated in line with national guidance. Recommendation and acknowledgement of some model policies available to review. ▪ Reconsider how you want pupils and staff to communicate on email as well to clarify protocol and expectations. ▪ IT Code of Conduct for staff & pupils ▪ Southwest Grid for Learning policy and protocol recommended to review. Look at the methods of communication, as referenced in this document. <p>Critical Incident Policy</p>					
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	Critical Incident Policy (as separate from Business Continuity Plan) using most recent guidance from MCC (Check Welcome to Manchester document on the school's hub).					
<p>Priority 2:</p> <ul style="list-style-type: none"> To improve safeguarding culture across the school 			<p>Success Criteria:</p> <ul style="list-style-type: none"> 			
8.2.1	Senior DSL to attend meeting		LT	Up to date with any relevant changes to policy.		
Senior DSL to attend Manchester DSL Newtork Meetings and feed back to safeguarding term.	Feedback at safeguarding team meeting following event. Minutes of safeguarding meetings to be records.	Termly				
8.2.2	DSL to attend all cluster meetings	Termly	DSL	Updated on local updates and key discussions for example, barriers to pupil attendance.		
DSL's to attend cluster meetings						
8.2.3	Regular safeguarding training to be including on the weekly CPD.	Septemb er	KB / SLT	Keeping the safeguarding culture at the forefront for all.		
Map out safeguarding training for the year including briefings and CPD sessions	Use of 7 minute briefings for training. Training sessions from NOS					

	Dip sample a number of cases at full safeguarding team meetings focusing on quality of CPOMS entries (language, context, factual) and if follow up actions have been recorded and completed.					
8.2.4 Fortnightly safeguarding team meetings	Fortnightly safeguarding team meeting to discuss any concerns or issues arising. Minutes of safeguarding meetings to be records.	Fortnightly	LT / DSL			
8.2.5 Review weekly report of current open cases and monitor the progress of each open case	DSL's to keep a log of any open case & referrals. Open cases to be discussed at weekly department meetings.	Weekly	DSL / SLT	All key staff aware of current cases and actions.		
8.2.6 Display safeguarding staff posters and form room displays	All classrooms to have a safeguarding display board with relevant information.	April 23	DSL / all Staff	All pupils will be aware of the safeguarding team and relevant services.		

advertising in school and out of school services	DSL's to monitor to ensure these are kept up to date in each department.					
8.2.7 Create an action plan from the annual pupils voice regarding safeguarding feedback	DSL's to analyse pupil questionnaire regarding safeguarding and create an appropriate action plan alongside the school council to make improvements.	Sept 23	DSL	Pupils are involved in developing the safeguarding ethos of the school.		
8.2.8 The use of pupil voice activities to support the QA measures in evaluating the PSHEC curriculum.	As part of the QA process, the school council should be involved to support collection of qualitative data regarding the curriculum.	June 23 (termly)	AP (School council lead) NO (PSHEC lead) & school council.	Pupil voice		
8.2.9 Purchase membership to the national online safety programme	https://nationalonlinesafety.com/	April 23	KB / LT	Access to training to include in yearly training schedule. Access to lessons for pupils, Materials to share on website including signposting.	£2245 for all 3 sites.	

<p>8.2.10</p> <p>Safeguarding training and refreshers for parents and carers</p>	<p>Safeguarding to be a key element of the monthly parental coffee mornings.</p> <p>Weekly Wake up Wednesday online safety focus shared via class dojo</p>	<p>Sept 23</p> <p>Weekly</p>	<p>SENCO</p> <p>LT</p>	<p>Keeping safeguarding at the forefront of what we do with the parents.</p> <p>Signposting for parents to get support.</p>		
<p>Priority 3</p> <p>Robust arrangements for site security, understood and applied by staff and pupils.</p>			<p>Success criteria:</p>			
<p>8.3.1</p> <p>Training for all staff regarding building security</p>	<ul style="list-style-type: none"> • Notice visible to staff reminding about visitor passes and lanyards and checking paper roll in printing machine. All staff to question any unknown visitors and check accordingly. • All staff reminded to ensure all doors / gates are locked appropriately and to escort pupils to the exits / gates when leaving site. • Ensure all staff are following the Missing from School Policy accurately. 	<p>July 23</p>	<p>SLT / DSL / All staff</p>	<p>All staff know they have a responsibility in keeping the site secure.</p>		

	<ul style="list-style-type: none"> All staff to report any breakages on email to caretaker and admin emails. 					
8.3.2 Lessons for all pupils surrounding keeping themselves safe in school	<p>Lessons planned termly around site safety and what pupils should do if they see an unlocked gate, door or unknown person.</p> <p>Pupils to be aware that a red visitor pass means that the person must be accompanied by a member of school staff and to report this if they are not and that green visitor passes mean that the person is allowed to be onsite unaccompanied.</p> <p>Pupils should know that all staff should have a staff lanyard or a supply staff lanyard.</p>	Sept 23	Teachers / DSL	Pupils aware of risks on site and how to report any issues.		
8.3.3 Carry out a lock down procedure event	As with fire alarms, ensure termly lock down procedure events to practise in case of emergencies.	Sept 23	SLT	All pupils and staff will know what to do in the event of a lockdown.		