

Spring Common Academy development plan – 2016 -20

The Local Authority Keep in touch visit in March 2016 agreed with the school self - evaluation that Spring Common continues to maintain outstanding school delivering quality provision for children with special educational needs and disabilities. Our challenge is define what makes our Academy exceptional and to aspire to a wider vision over the next four years with many uncertainties of funding ahead.

Key priorities ahead:

Short term:

1. Spring Common Academy main focus for 2016 – 17 is to develop a business plan for use of the hydrotherapy pool.
2. Review Finance, Premises and HR to deliver a wider vision as an Academy
3. Develop the Teaching School to support system leadership and school to school support.

Longer term:

1. Consider whether to develop a Free School to extend SEND provision in Huntingdon area
2. Consider whether to prepare a booklet ready to sponsor other schools new or converter schools to Academy.
3. Sustainability plan for SEND provision to 2020 and beyond building on the 2014 strategic document.

Changing Ofsted expectations:

Ofsted guidance continues a focus on safeguarding and the school will provide briefings on 'Keeping safe in education' September 2016 iteration. The School Leadership Team realise that peer to peer support and reviews will be an important element of self – evaluation ahead and that will be part of the ambitious school self - evaluation programme.

Behaviour, personal development and welfare

After much discussion the school will implement the 'Progression framework for pupils on the Autism Spectrum' as recommended by the Autism Education Trust. We will baseline the starting points for our pupils and then track using the progress scales recommended.

The welfare of our pupils is a priority and this will continue to be linked to Pupil Premium and Sports Premium impact to have impact on pupil progress.

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Pupil absence will continue to be tracked weekly but we recognise pupils with medical conditions will fall below the expected benchmark of other pupils in the school. Overall expected attendance is 92% but we continue to aspire to 95%. Attendance at 85% and below over a six week period triggers referral to Education Welfare Officer to follow formal procedures.

The Teaching School as part of Discovery Teaching School Alliance has a separate action plan with NCTL. The Head Teacher has National Leaders in Education status (NLE) and therefore the school is a National Support School. The Chair of Trustees supports the leadership of the Governance group. In 2015 -16 the Teaching School made good progress with strategic partners paving the way for a system leadership landscape within Huntingdonshire and Cambridgeshire schools.

Quality awards: Artsmark, ECO School, Autism Accreditation, Healthy School, International School

Teachers will be provided with opportunities to support the validation process for quality awards completed in 2016. We will also continue to explore new priorities as an International School with strategic partners to support our staff development and pupil access to the wider world.

Curriculum evaluation and planning.

Curriculum and provision coordinators will continue to review their priorities with the Head Teacher taking into account the progress made to provide quality SEND provision and support for all our pupils. Analysis of these plans and developments as a dynamic shall continue to emerge common themes for operational delivery and improvement. Spring Common will continue to swiftly react to information from monitoring of classroom practice and Academy standards.

The Annual monitoring plans from 2016 will provide a list of impact statements to capture the longer term progress of teaching and learning delivery and operational capacity as impact.

Guidance for safeguarding linked to the identification of risk factors for Fundamental British values (FBV) will merge into our as plans for the International dimension in the curriculum. Staff will continue to review the PREVENT action plan and we will keep live the awareness training of steps to notice, check and report radicalisation and logging concerns.

Pupil premium and sports premium have been reviewed for 2015 -16 and the outcomes are published on the school website. The approach to both are personalised by individual children but the mapping provided supports our provision map for delivery of SEND provision as a whole.

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Leadership and management:

The Academy conversion has provided opportunities to review the curriculum delivery to meet the needs of our pupils without recourse to a prescriptive framework. We approach this with renewed confidence because there are opportunities for teachers to develop exceptional practice over the next four years as part of the Teaching School.

As a National Support school Spring Common will continue provide School to school support (STSS) to assist other schools to develop capacity to improve. Specialist Leaders in Education (SLE) will lead training and development and outreach. The leadership focus on staff development will continue in collaboration with other schools ahead. Over the next four years we will develop networks for coordinators to meet in relation to SEND practice.

The Assistant Head role to lead and develop the school autism provision to maintain the National Autistic Society standards as a specialist day school continues to have prominence. We have ambition to create a local Autism hub to support staff development and training in Cambridgeshire and to create a directory of best practice on our website.

The leadership has clear accountabilities for operational delivery and strategic development. We understand the importance of separation of leadership roles with performance and support as part of an effective school improvement cycle. Our models of standards tracking will become electronic from September 2016 and this will enable staff at all levels to track their development online and to assume responsibility for tasks to enable progression for pay within their job description.

The Academy has a commitment to exemplification so the Deputy Head will continue to develop Learning Journeys as a means to show pupil progress overtime with photographic evidence. Simultaneously we will keep ahead of the curve with digital technology. We wish to use our website to support the SEND local offer and show positive images of pupils with SEND in our Area Special School so families can continue to feel a sense of pride in Spring Common.

Our robust monitoring plans led by the Deputy Head will track outstanding practice. We will retain a focus on succession planning with opportunities for emerging leaders to lead on aspects of this school plan or shadow others, to develop expertise in monitoring and evaluation processes.

Impact assessments and evaluation are a distinct role for the Head Teacher as part of the overall school self – evaluation within this plan linked to the Ofsted framework to report to the Full Board of Trustees termly.

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Spring Common School Priorities 2016 -20

Priority 1: Publicity and information for school as a Teaching School

*Strategic priority for: Leadership and management

- Marketing strategy action plan and delivery
- Information booklets for all areas of Code of Practice

*Strategic priority for: Leadership and Management and Teaching School.

Success Criteria:

- Annual Parent and carer Questionnaires
- Promote positive images of SEND and disability noted by partners in feedback.
- Websites used as a marketing tool to promote the school, partners and system leadership

Planned Action and staff involved.	Who will be involved? Who will monitor? How to evaluate?	Timescale or deadlines?	Resources or CPD required?	Expected impact?	Date completed
1.1 Re - Check compliance with DFE and NCTL for school website of best practice for websites Implement marketing action plan.	Head and TSA Facilitator + Admin	September to October 2016	External website design (cost approx. - £1000) External check costs (approx. £500)	Websites content reviewed and routine to follow up.	November 2016 Followed by Termly checks to end of year.

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1.2 Develop a Parents Page with what's on, and resource information and links to other services	AHT, staff and parent group	Start October 2016	Half day admin time to follow up queries, collate and design page. Start December after publicity and costs factored into budget.	Additional form of good news between parents rather than social media. Enhancement to the half termly newsletter and FOSCA facebook.	Admin system by October 2016. Set up Interest group by October to launch first edition by end December for end of term newsletter.
1.3 TSA discussion about website links and content development with TSA partners.	TSA coordinator with strategic partners provide content for TSA website	Start September 2016 and review June..	Meeting time with TSA Facilitator	Content promotes NCTL aims and inspires teachers to access CPD opportunities.	Termly completion to June 2017 and then systematic.

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Priority 2: Exemplification of pupil progress using Learning Journeys

*Strategic priority for: Teaching and Learning

Success Criteria:

1. Evidence that Learning journeys are providing evidence of progress overtime.
2. Parents, Carers and pupils can use the exemplification for learning conversations to promote co-production principles.

Planned Action and staff involved	Who will be involved? Who will monitor? How to evaluate?	Timescale or deadlines?	Resources or CPD required?	Expected impact?	Date completed
2.1 Annual Reviews of the Learning Journeys system and processes.	DHT with teachers	October – November from 2016	Teacher meetings as planned and CPD as identified.	Review links to EHCP and IEPs so teachers can triangulate.	Start September 2016 and report from DHT end October annually.
Monitoring process with TLR managers to check summary text and collation of evidence. Editing and proof read process to secure consistency of practice between teachers.	DHT with TLR DHT with AHT	Half termly deadlines to enable quarterly review. Final proof read deadline	TLR time will support this monitoring	Monitoring report to HT by February and July. Then systematic as part of monitoring cycle. Shifting scrutiny to middle leaders as expectation.	Start November 2016 and end July 2017 Follow up progress in December 2017 and September 2018.
2.2 Review Year 3 implementation of exemplification to move management of system to TLR to allow AHT to take an overview role.	DHT with AHT/TLR	By October 2017.	TLR Management time	Learning Journeys become systematic and can link to assessment and monitoring and evaluation cycle..	Begin September 2016 and review progress in October 2018 when we expect the system to be embedded.

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Priority 3: SEND provision, EHCP outcomes and preparation for adulthood.					
*Links to: Leadership/ Behaviour, personal development & Welfare/ Curriculum / Governance					
Planned Action and staff involved	Who will be involved? Who will monitor?	Timescale or deadlines?	Resources or CPD required?	Expected impact? Evaluation	Date completed.
3.1 Create a strategic plan to build resilience and independence for pupils for transition and adulthood. 3.2 Complimentary plan to support staff resilience and welfare.	AHT, Post 16 TLR Teacher with training in mindfulness.	Start October 2016 – March 2017	4 days teachers cover + resources.	Personal development indicators for mental health and resilience.	Strategic plan completed and delivery milestones over three years to 2019
3.3 Implement plans and decide progress measures.	Teacher to lead and coordinate with support from AHT and TLR Managers.	Start April 2017 – June 2020	Plan resource allocation after plan approval.	Evidence of progress from Key indicators as approved in delivery plan.	
3.4 Keep under review Key stage 4 and Post 16 review of accreditations and plans to support adulthood.	AHT and Post 16 TLR	Start September 2016	AHT and TLR time.	Accreditation offer aligns with student abilities and vocational ambitions.	Termly reports to Head Teacher. School review by July 2019
3.5 Develop extended hours opening and use of the hydrotherapy and	Head and Bursar	Start July 2016 – end September 2016	HT and Bursar time	Business plan to Finance Committee Trustees	Report and Business Plan to Full Trustees Board in autumn 2016

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swimming pool Business Plan 3.6 Delivery plan and recruitment for Hydrotherapy and Swimming pool including operating procedures and policies, recruitment and marketing.	Head and Admin	Start September 2016 – October 2016	HT and Admin team time.	Delivery and operational plans for Full Trustee Board approval	Operational delivery plan implemented and tracked for 2 years by Finance and Premises Committee.
3.7 Develop reception facilities to welcome parents and visitors to Spring Common Academy	Head and Bursar/ Admin	Start June 2016 – January 2017	HT , Bursar and Admin time to liaise with architect and contractor	Reception completed and parental and visitor experience improved.	Trustees to track completion of project in Premises Committee and monitor feedback in year 1 of implementation.
3.8 Equalities Plan 2016 -17 and subsequent plans to improve accessibility and staff training.	Head and staff team	Cycle of review in January and plan approved by April annually to 2020.	HT time and staff meeting time allocated. Consultation periods mid - January for stakeholders	Wider capacity developed for SEND provision within the Academy.	Full Trustees Board to track progress over time with the strategic priorities.

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Priority 4: Staff training and development to support SEND provision and emerging leaders.

Strategic priorities for: Leadership and Management / Teaching School)

Planned Action and staff involved	Who will be involved? Who will monitor? How to evaluate	Timescales or deadlines?	Resources or CPD required?	Expected impact?	Date completed
4.1 Standards tracker to provide electronic access to performance records and collation of evidence to support staff development.	Deputy Head and wider leadership team will lead and monitor the use of the tracking system. Evaluation to Head teacher termly to 2018.	Start July 2016 - July 2018	Purchase of electronic system and annual costs (£2500)	Electronic system for staff to use to track professional development, evidence of impact and CPD.	Two year development programme to embed this system from September 2016 to end July 2018.
4.2 Staff training identifies main themes for mentoring and coaching	Head Teacher to identify main themes for staff training from appraisal and staff information. Head to create a programme for mentoring and coaching and track progress using standards tracker. Teacher / TLR manager to be provided with opportunity to shadow leadership of this development for year 2.	Start September and complete by October 2016 and subsequent cycles. Mentoring and coaching programmes to start November 2016 and end in March 2017 Teacher / TLR 3 to follow cycle in subsequent years.	HT time and Teacher cover x 5 days.	Main CPD themes are triangulated with appraisal, lesson observation/ drop ins and staff information.	Two year programme linked to Standards tracker in 4.1.

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<p>4.3 Staff succession strategic document reviewed to support the Academy Vision and staffing requirements.</p>	<p>Staff succession strategic document from Head Teacher approved by Full Trustee Board</p>	<p>Start June 2016 end in October 2016</p> <p>Review October 2018</p>	<p>HT time and staff meeting in September 2016 and SMT time.</p> <p>Review by Head Teacher for Full Trustees Board in July 2017 to check progress.</p>	<p>Succession plan and refined role expectations for staff to know how to step up into roles of additional responsibility and accountability to Trustees.</p>	<p>One year implementation plan that will require reviews annually by Head Teacher and Full Board of Trustees to March 2020</p>
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Priority 5: Wider system leadership, outreach and SEND support as part of the self – improving system in Cambridgeshire.

***Strategic priorities for: Leadership and Management / Teaching School NCTL**

Planned Action and staff involved	Who will be involved? Who will monitor? How to evaluate	Timescales or deadlines?	Resources or CPD required	Expected impact	Date completed
5.1 NLE & school to school support (STSS) plan.	HT will create NLE action plans to support other schools as requested.	NCTL Action Plans for specific schools following successful bids for schools requiring improvement or special measures.	Planning time for HT(funded via STSS for LA or school) Meeting time for HT/ Teaching facilitator to meet strategic partners (funded via Teaching School).	Deadlines from LA and NCT. Year 3 – 5 of implementation. Action plan raises standards of achievement, leadership and provision in schools.	Start Jan 2015 and review June 2020 Complete overviews as requested by Discovery TSA and NCTL or Local Authority.
5.2 Discovery TSA action plan with strategic partners.	Discovery Strategic partners and Teaching School facilitator	Action plan circulated and approved by strategic partners	Meetings convened by TSA Facilitator or HT of Teaching School to approve activities for funding in TSA.	CPD offer suitable for all phases. Conference is organised and evaluation is positive from participants SLE training and networks emerge to support best practice	CPD offer termly on website and information shared by Cambridgeshire TSA Alliances. July conference Start 2016 to June 2020

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<p>5.3 Outreach provision: *Outreach system reviewed and contacts letter to schools</p> <p>SEND Resources to be developed to support CPD and outreach support purposes.</p>	<p>Teacher / AHT support for Outreach requests and Teaching School brokering.</p> <p>AHT to lead and design and delivery by staff from Teaching School or consultancy. Resources Assistant to support design and making of resources for teachers/trainers.</p>	<p>..</p> <p>Resources delivery plan</p>	<p>Business Meeting with START for Local Authority to track progress with referrals.</p> <p>5 FTE days for staff to deliver resources.</p>	<p>Outreach reports to Head Teacher and annual report to Curriculum Committee for Full Board of Trustees in spring term until 2020.</p> <p>SEND Resources approved by AHT before use.</p>	<p>Outreach evaluation completed for START Service level Agreement as requested to 2020.</p> <p>Delivery plan completed by March for May / June implementation.</p>
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Dated: 18 June 2016

Approval at Full Board of Trustees:

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