

LITLEDOWN SCHOOL



SCHOOL DEVELOPMENT PLAN

2021-2024

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1 INTRODUCTION

1.1 Littledown is a school dedicated to delivering 'best practice' in the field of education and support for children with social, emotional and mental health difficulties.

1.2 Since October 2013, the School has become part of the Specialist Education Trust (SET), which is a Multi Academy Trust including Littledown School, SET alternative provision and SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service).

1.3 Underpinning its success is recognition of the need to continually re-assess and develop operations in line with both local and national standards. The School Development Plan (SDP) endeavours to do this by identifying strategies for improvement

Inclusion

1.4 Littledown believes that educational inclusion is a process that allows all children and young people, regardless of their abilities, to make best use of the most effective community based arrangements in support of their transition into secondary education. This will mean all agencies, including schools, special schools, local services and other providers, working collaboratively to develop more responsive provision that supports the early identification of need and the development of a range of flexible approaches.

Founding Principles

1.5 Following a broad consultation in 2007, with the Slough LA and local primary Head Teachers, a number of principles for primary provision for behaviour and the role of Littledown were agreed; these, along with national and local targets, form the basis of the school development plan.

- More effective early identification and intervention with pupils with emotional, social and behavioural difficulties (SEMH).
- More effective partnership and joint planning between schools, governors, the LA and other agencies working with families of children with SEMH that secures holistic packages of support for children and young people.
- A strengthening of the skills of all staff working with pupils with SEMH.
- Extensions to the range of specialist support available to mainstream schools in meeting the varied needs of pupils with SEMH.
- Wider dissemination of existing good practice.

Upon becoming part of SET, these founding principles were reviewed and were considered to still be appropriate.

Managing the Plan

1.6 This is the eighth School Development Plan since 2007, and the first since the current Head Teacher was appointed. Recommendations made from previous Ofsted reports (2010, 2013, 2016, 2020), incomplete activities from previous plans and a range of new developments and targets will make up the 12 activities in the 2021-2024 plan as set out below. It should be noted that due to

the COVID pandemic, there are a number of similarities between the previous SDP and the revised one.

- 1.7 This plan will be review on a three-year cycle in line with other Government agendas, such as the Pupil Premium Grant Action Plan
- 1.8 The School Development Plan is a working document that will require continuous updating as activities are completed and/or changed according to information received. To this end, in addition to an initial print run, a limited number of documents will be produced in a format that allows individual sections to be easily updated. Members of staff for whom lead responsibility for activities is taken, will maintain these documents and make them available, upon request, to Governors, staff, advisors and inspectors. The monitoring reports will all be shared with staff and governors as they are completed throughout the cycle.
- 1.9 These working files will also hold documentation pertaining to the completion of the activities under the lead of the particular staff member and will be used at monitoring and evaluation meetings as the primary source of information.

2 DETAILED SUMMARY 2021-2024

Headline Target	Activity	Lead	Timescale
QUALITY OF EDUCATION			
A. By September 2024, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.	1. Implementation of Curriculum: To ensure the curriculum is accessed by all pupils and is appropriately delivered and assessed to enhance pupil outcomes.	NH	
	2. Impact of Curriculum: To monitor access and progression for all pupils.	NH	
	3. Monitoring of Teaching: Through an agreed programme of lesson observations complete a full audit of teaching that identifies broad areas for development, specifically linking to pupil progress, alongside targeted improvements at an individual level.	AM	
	4. Government Grants: Through careful consideration and monitoring of impact, ensure that Government Grants are appropriately planned for and used effectively to enhance pupil progress.	AM	
BEHAVIOUR AND ATTITUDES			
B. By September 2024, to ensure that pupil attitudes towards school are positive and improve over time.	5. Attendance: To review and analyse attendance patterns within the school in order to identify how to improve attendance across the school.	HM	
	6. Behaviour: To audit behaviour support provision including exclusions in school and identify areas for possible developments.	TD	
PERSONAL DEVELOPMENT			
C. By September 2024, have in place well developed systems for reviewing safety and well-being of pupils and staff, and that the School has a suitable environment for pupils and staff.	7. Annual Survey: Develop and monitor the annual surveys of pupils, parents and carers and staff that gives particular attention to the personal development and well-being of all pupils in order to identify areas for improvement.	ST	
	8. Mental health and wellbeing: To audit and develop mental health and wellbeing support for everyone within the Trust that meets the needs of all stakeholders.	ST/HG	
LEADERSHIP AND MANAGEMENT			
D. By September 2024, develop the quality of communication with stakeholders within the Trust.	9. Staff Well-being: To consider staff workload and well-being and ensure the Trust continue to respond to issues raised in appraisal and through the annual staff survey.	AM/JH	
	10. Governance: To further strengthen and develop governance and policies within the Trust.	AM	
	11. Parental engagement: To improve opportunities for parents to be more involved in school events to subsequently promote positive engagement throughout the family.	TD	

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Headline Target	Activity	Lead	Timescale
	12. Trust Development: Using independent research and LA collaboration, there will be a completed review of how the Trust provides AP for Slough children, young people, families and education-based staff.	AM/JH	

3 TIMESCALES 2021-2024

Activities

No.	Activity	Lead	Dec 21	July 22	Dec 22	Jul 23	Dec 23	Jul 24
1	Implementation of curriculum	NH		Update 1			Update 2	Final Report
2	Impact of curriculum	NH		Update 1			Update 2	Final Report
3	Monitoring of Teaching	AM		Update 1			Update 2	Final Report
4	Government Grants	AM	PPG 1 SGF 1 Catch-Up SLTutor		PPG 2 SGF 2		PPG 3 SGF 3	Final Report
5	Attendance	HM		Final Report				
6	Behaviour	TD				Final Report		
7	Annual Survey	ST		Update 1		Update 2		Final Report
8	Mental health and well-being	ST/HG			Final Report			
9	Staff well-being	AM/JH				Final Report		
10	Governance	AM					Final Report	
11	Parental engagement	TD					Final Report	
12	Trust Development	AM/JH						Final Report

4 ACTIVITY PLANS

No.	Activity
1	Implementation of curriculum
2	Impact of curriculum
3	Monitoring of Teaching
4	Government Grants
5	Attendance
6	Behaviour
7	Annual Survey
8	Mental health and well-being
9	Staff well-being
10	Governance
11	Parental engagement
12	Trust Development

Implementation of the Curriculum

Activity 1

Target	By July 2024, to consider the curriculum, identify areas for improvement and ensure that a relevant and appropriate curriculum is in place.
Activity	Implementation of Curriculum: To ensure the curriculum is accessed by all pupils and is appropriately delivered and assessed to enhance pupil outcomes
Lead	Nichola Heaffey
Timescale	Update annually and final monitoring report by July 2024
Success Criteria	<ul style="list-style-type: none"> National Curriculum is fully met to ensure all pupils have access to a broad and balanced education. Evaluations and feedback addressed from initial implementation of alternative curriculum to improve lesson content and pupil engagement. Subjects leaders to have a broad understanding of their subject area at a local and national level, to ensure consistency of approach and that the school is kept up to date with changes. Learning Walks completed throughout the year ensuring regular feedback is given back to staff that improves practice which supports pupil engagement and progress. All Curriculum policies follow national and local guidance. Subject leaders to have engaged with training in order to do this and know and participate in the internal monitoring cycle. A completed review of the assessment systems in school and how they best support pupils enabling them to make more relevant and purposeful progress. A completed review of phonics to improve on pupil phonic knowledge and improve pupil outcomes. A completed review of teaching programmes focussing on the development of writing to improve pupil confidence and outcomes. A completed cycle of peer observations in order to share and develop good practice. A completed review and implementation of outdoor learning provision. A completed cycle of enhanced activities developing after school provision and possible holiday provision. Common strengths and areas for development are used to inform the SEF. A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> Partnership support with LA advisors and funding Attendance by staff at training (externally/internally) Time for lead person to complete reporting Time in relation to action points Time given for TDMs Cover for teachers to observe peers Funding for new curriculum schemes, programmes and resources
Monitoring	<ul style="list-style-type: none"> Annual, written update report for SLT Verbal and written feedback to LGB via Head Teacher report (x3 annually) Verbal feedback of concerns through SLT meetings
Evaluation	<ul style="list-style-type: none"> By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
To ensure all new staff are fully inducted in understanding and implementing the school's curriculum	Ongoing	NH	
To complete an audit of the skill set of teachers in relation to Teacher's standards	July 2022	AM/NH	
To develop key planning documents for all teachers to follow to ensure consistent, high quality lessons are being taught across all subjects	July 2023	AM/NH	
Science and curriculum lead to evaluate the science alternative curriculum from yr1-yr6	July 2022	NH/TD	
To evaluate the creativity alternative curriculum from yr1-yr6	July 2023	NH	
SLT to attend LA network meetings	By July of every year	SLT	
Complete Learning Walk overview for subject leads	By July of every year	NH	
To introduce revised assessment strategies to help with pupil engagement during assessment week	By end July 2022	NH	
To introduce PSHE journals throughout the school recording a range of programmes used at school, with an emphasis on developing pupil voice	July 2022	NH	
A schedule of TDMs to disseminate relevant network meeting information and Learning Walk feedback	By July of every year	NH	
To arrange annual phonic review meeting with KS1 and LKS2 teachers	July 2022	NH	
To organise and book Talk 4 Writing (T4W) training for whole school, implementing this throughout the whole school for Summer 2022	July 2022	NH	
To ensure consistent monitoring of T4W during 22-24 academics, concentrating of staff knowledge and delivery of programme	By July of every year	NH	
To arrange a peer observation schedule disseminating feedback to all teachers	By July of every year	NH	
To arrange opportunities to develop outdoor learning environments across all subjects	July 2022	NH	
Ensure regular feedback regarding teaching and support is provided to all stakeholders	July 2024	SLT	
Complete a report for Governors highlighting key issues, sharing overview of annual data and improvements made with recommendations for school development.	July 2024	NH	

Impact of the Curriculum

Activity 2

Target	By July 2024, to reflect on and assess, the impact of the curriculum considering all stakeholders
Activity	Impact of Curriculum: To monitor access and progression for all pupils.
Lead	Nichola Heaffey
Timescale	Update annually and final monitoring report by July 2024
Success Criteria	<ul style="list-style-type: none"> • A completed review of the impact of the Alternative Curriculum through regular information gathering opportunities from staff and pupils to ensure staff and pupil engagement in a high-quality curriculum. • Completed portfolio of feedback from all stakeholders including recommendations of next steps and impact (if completed) • Improved, regular communication between teachers and support staff to ensure consistent feedback about pupil progress to enable personal planners, as well as age-based learning and gifted and talented, remain appropriate and relevant. • A completed review of the range of activities on offer for pupils and ensuring equality of access to all subjects, to maintain high expectations and pupil engagement including the enhanced provision (after school, etc) • All staff to understand the importance of Classroom Monitor, consistently updating it to inform staff to plan and deliver objectives leading to successful outcomes. • Pupil evidence is collated frequently and is of a high quality to ensure that either all changes made or new ideas put in place, are appropriate and are working for our children. • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> • Time given for class meetings • Time given to complete feedback i.e. surveys, questionnaires • Training given for Classroom Monitor
Monitoring	<ul style="list-style-type: none"> • Annual, written update report for SLT • Verbal and written feedback to LGB via Head Teacher report (x3 annually) • Verbal feedback of concerns through SLT meetings
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
Staff questionnaires to be completed reviewing the curriculum (annually).	July 2022	NH	
Pupil questionnaires to be completed reviewing the curriculum (annually)	July 2022	NH	
Teachers to add 'Pupil Progress' section on their class minutes to record strengths and weaknesses of pupil engagement and learning	July 2022	NH	
To oversee planning and delivery of pupils working at EYFS, regularly assessing the impact	Ongoing	NH	
To liaise with literacy lead, to plan and co-ordinate with SENCo, lessons for gifted and talented children in literacy and maths, regularly assessing the impact	Ongoing	TD	
Oversee the training of Classroom Monitor for all new staff on induction	Ongoing	NH	
Evidence of pupil writing to be collated termly and reviewed in termly TDMs	Ongoing	TD	
To ensure that pupil progress is monitored across all subjects using a range of tools including written work, photos, videos, etc	Ongoing	NH	
Ensure regular feedback regarding teaching and support is provided to all stakeholders	July 2024	SLT	
Complete a report for Governors highlighting key issues, sharing overview of annual data and improvements made with recommendations for school development.	July 2024	NH	

Monitoring of Teaching

Activity 3

Target	By July 2024, there will be an evidenced based review of teaching that informs pupil progress (academic and behavioural) and professional development.
Activity	Monitoring Teaching: Through an agreed programme of lesson observations, learning walks and discussions, SLT to complete a full audit of teaching that identifies broad areas for development, specifically linking to pupil progress, alongside targeted improvements at an individual level.
Lead	Angela Mumford
Timescale	Update annually and final monitoring report by July 2024
Success Criteria	<ul style="list-style-type: none"> • Completed audits of teaching skills linked to Teachers Standards. • A lesson observation schedule so all teachers are observed twice annually. • High quality challenge and differentiation used across all lessons. • Clear and specific explanations and expectations across all lessons. • Specific and evidence based verbal and written feedback provided after every lesson observation. • A consistent coaching and mentoring programme to support new (to Littledown), trainee and ECT teachers to help them to continue to develop. • An annual programme of opportunities for teachers to observe peers. • Consistent communication and expectations of TAs across the school. • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> • Time to complete observations • Cover for teachers to observe peers • Funding for quality resources to enhance practical lessons • Funding for CPD • Funding for coaching and mentoring
Monitoring	<ul style="list-style-type: none"> • Annual, written update report for SLT • Verbal and written feedback to LGB via Head Teacher report (x3 annually) • Verbal feedback of concerns through SLT meetings
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
Monitor all Teacher Standards audits via Blue Sky and collate trends (annual)	September 2024	AM	
Plan and communicate lesson observation schedule, undertaken by SLT, to all teaching staff annually	October annually	NH	
Plan and deliver CPD linked to challenge, differentiation and clarity of explanations for every year ensuring progression between training sessions	By July of every year	NH	
Plan and deliver CPD linked to managing expectations of TAs for every year ensuring progression between training sessions	By July of every year	ST	
Ensure experienced staff undertake and participate in mentoring of inexperienced teaching staff	Ongoing	SLT	
Plan and communicate lesson observation schedule of peers, undertaken by SLT, to all teaching staff annually	October annually	NH	
Ensure regular feedback regarding teaching and support is provided to all stakeholders	July 2024	SLT	
Complete a report for Governors highlighting key issues, sharing overview of annual data and improvements made with recommendations for school development.	July 2024	AM	

Government Grants

Activity 4

Target	By July 2024, to have a complete collection of reports linked to the spending of Government Grants that demonstrate impact on pupil progress.			
Activity	Government Grants: through careful consideration and monitoring of impact ensure that Government Grants are appropriately planned for and used effectively to enhance pupil progress			
Lead	Angela Mumford			
Timescale	December 2024			
Success Criteria	<ul style="list-style-type: none"> • Audited and reviewed provision related to the use of government grants • Clearly written plans that highlight priorities for spending Government Grants and the impact of these grants on pupil progress • Development of bids from charities to enhance the school environment and develop pupil engagement • Clearly presented information reports to all stakeholders • Upskilled SLT with deepened knowledge and understanding of finance 			
Resource Implications	Time in relation to action points Funding to enhance grants, where appropriate			
Monitoring	Termly feedback to SLT by lead person on progress against action points.			
Evaluation	By July 2024, report by the lead person to Governors on progress against success criteria.			
	Actions	Timescale	Lead	✓
	To ensure all relevant stakeholders are aware of which Government Grants Littledown have access to.	Dec 2024	AM	
	To develop SLT financial knowledge and understanding through specific training and allocation of devolved budgets	Dec 2024	AM	
	To develop role specific knowledge in relation to understanding, reviewing and managing specific grants i.e. SENCo understanding and leading on PPG	Dec 2024	AM	
	To frequently audit and review practice linked to specific grants	Dec 2024	AM	
	To ensure that all plans are written in a timely fashion and that feed back to stakeholders is completed promptly	Dec 2024	AM	
	To ensure the school is applying for any relevant local, national or charity grants and funding that can positively impact on pupil progress, well-being and staff development	Dec 2024	AM	
	Complete a report for Governors highlighting key issues, sharing overview of annual data and improvements made with recommendations for school development.	July 2024	AM	

Attendance

Activity 5

Target	By September 2024, to ensure that pupil and parent attitudes towards school are improved over time in order to develop more positive engagement and higher attendance
Activity	Attendance: To review and analyse attendance patterns in order to identify how to improve attendance across the school
Lead	Helen Murray
Timescale	July 2024
Success Criteria	<ul style="list-style-type: none"> • Attendance policy and procedures are reviewed and shared with the whole school and partners • Successful implementation of an attendance reward system • Parent communication, engagement and relationships are strengthened demonstrated by improved attendance across school events, meetings and completion of feedback systems • Attendance data is regularly reviewed and referrals made to external agencies in order to better support pupils missing education • Evidence of all interventions are clearly recorded and monitored • Issues affecting whole school attendance figures are clearly outlined and shared in a report to governors including a focus on persistent absentees
Resource Implications	<ul style="list-style-type: none"> • Time to attend meetings • Time to monitor and develop attendance data • Time to liaise with staff to ensure collaboration • Time to develop training resources • Funding from budget for rewards
Monitoring	<ul style="list-style-type: none"> • Monthly observations of attendance data • Regular Feedback to LGB • Annual review of policy • Discuss at SLT Meetings
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
Complete an attendance audit (annually)	February 2022	HM/D A	
Develop monitoring procedures to enable information to be more accessible for whole school	October 2021	HM	
Ensure that all referrals to external agencies are completed promptly and followed up to support pupil attendance and reduce negative impact of school but	Ongoing	HM	
Develop rewards that benefit from parental engagement	December 2021	HM	
Research successful attendance strategies	Ongoing	HM	
Review and update attendance policy and procedures (annually)	September	HM	
Attend termly 'coffee mornings' with parents to increase attendance profile in school	July 2022	HM/T D	
Develop procedures to prevent reduce unauthorised absences and to strengthen home – school communication	May 2022	HM	
Write an article for school newsletter about new attendance rewards and send a letter home to parents to keep them informed (termly)	December 2021	HM	
Complete a report/s for Governors highlighting key issues, sharing overview of data and improvements made with recommendations for school development	October 2023	HM	

Behaviour and Attitudes

Activity 6

Target	By September 2024, to ensure that pupil attitudes towards school are positive and improve over time.
Activity	Behaviour: To audit behaviour support provision including exclusions in school and identify areas for possible developments
Lead	Toby Davies
Timescale	July 2024
Success Criteria	<ul style="list-style-type: none"> Completed cycles of training for staff on relevant conditions that impair holistic pupil progress, especially linked to trauma informed practice, to help ensure all pupils are ready to access the curriculum and make progress academically and/or holistically. Completed cycles of analyses of physical interventions (PIs) and Exclusion data to understand trends and in order to provide adequate training, raising of awareness of needs, as well as the development of strategies to actively reduce PIs and Exclusions so all pupils have more time in school accessing the curriculum. A clear strategy for working cohesively with parents and families to provide consistent communication and boundaries and to develop more appropriate behaviour in school and at home. Completed review of transition work in all areas (between schools, between class groups, between home & school), followed by the implementation of clear policies and procedures, so all pupils are prepared for such transitions and are better equipped to deal with these inside and outside of school. Consistent review of key contacts for children and families in school, to ensure clear lines of communication between school and home. Completed review of and subsequent development of pupil voice including prefect system, so pupils feel listened to and valued in school. Common strengths and areas for development are used to inform the SEF. A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> Funding for CPD. Time to write policies. INSET for trauma informed practice CPD. Time to observe staff using CPD
Monitoring	<ul style="list-style-type: none"> Observations of staff using and implementing CPD e.g. TIP. Feedback to LGB at meeting. Annually review relevant policies. Discuss at SLT meetings.
Evaluation	<ul style="list-style-type: none"> By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
To ensure all new staff are fully inducted to understanding and implementing behaviour support strategies in class and around the school	Ongoing	TD	
To complete an audit of current prefect provision and consult with pupils and staff on ways in which it can be developed.	July 2022	TD	
To appoint prefects as 'wellbeing leads' across the school (annually)	April 2022	HG	
Meet half-termly with prefects for them to feedback information from themselves and other pupils on their views on school.	Ongoing	TD	
School attend 'trauma informed practice' training. Cycle of CPD focussing on development staff knowledge, understanding and implementation in a range of areas linked to child development including Trauma Informed Practice.	February 2022	AM	
Review implementation of trauma informed practice training via staff performance management.	September 2022	SLT	
Review, analyse and report physical intervention numbers to LGB.	Termly	HG/T D	
Complete an audit of transition in school with subsequent recommendations for next steps and then write school transition policy.	Jan 2023	TD	
Review implementation of transition policy.	July annually.	TD	
Liaise with other SEMH schools across the UK on how they keep, or attempt to keep, exclusions numbers as low as possible.	April 2022	TD	
Research successful exclusion strategies and policies.	April 2022	TD	
Review current practice and then develop in line with research and Implement appropriate practice, in relation to exclusion, across the school.	July 2022	TD	
Organise termly 'coffee mornings' with parents.	July 2022	TD	
Review key contacts for children and organise others, where necessary.	April 2022	LD	
Research successful behaviour management/support strategies and policies.	April 2022	TD	
Review and update the school behaviour management policy focussing on the relationship approach and behaviours of adults linked to and developing strategies from Trauma Informed Practice.	September 2022	TD	
Complete a report/s for Governors highlighting key issues, sharing overview of data and improvements made with recommendations for school development	July 2024	TD	

Annual Survey

Activity 7

Target	By September 2024, have in place well developed systems for reviewing the opinions of pupils and staff, to ensure that the views of all stakeholders are considered and appropriately actioned, and that the School has a suitable environment for pupils and staff
Activity	Annual Survey: SLT to develop and monitor the annual surveys of pupils, parents and carers and staff that gives particular attention to the personal development and well-being of all pupils in order to identify areas for improvement
Lead	Sally Trevena
Timescale	Update annually and final monitoring report by July 2024
Success Criteria	<ul style="list-style-type: none"> • Completed cycles of surveys by parents, pupils and staff with results being monitored and acted upon to ensure that the views of all stakeholders are considered. • Completed reviews of survey results presented to governors and staff for consideration in order to continue to identify and discuss areas of improvement and concern. • Results of surveys to be shared with parents and pupils • All staff, including SEBDOS, to have access to and support through the employee assistance programme in order to support them with their performance and well-being. • Completed Curriculum questionnaires from stakeholders (see activity 2) • A completed action plan to be implemented with targets to improve staff wellbeing and reviewed annually over the next three years. • A review of staff workload and other pressures to inform and to ensure a work life balance • Reported use of staff wellbeing fund to promote staff well being • Collated feedback from parents during annual review cycle • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> • Time in relation to action points • Funding for the well-being survey and EAP • Funding for the well-being fund
Monitoring	<ul style="list-style-type: none"> • Half-termly feedback to SLT by lead person on progress against action points
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person to Local Governing Body on progress against success criteria

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Actions	Timescale	Lead	✓
Review of current surveys and implement new surveys that meet the needs of the school	Oct 2024	ST	
Pupil questionnaires are completed and issues identified (curriculum, well-being, general/other)	April annually	TD	
Parent questionnaires are completed and issues identified (curriculum, well-being, general/other)	April annually	HG	
Staff questionnaires are completed and issues identified (curriculum, well-being & workload, general/other)	April annually	ST	
Feedback all survey results in relevant meetings and formats to appropriate stakeholders	By June annually	SLT	
Identify 3 Key areas for improvement from surveys and strategies put into place to improve safety and wellbeing of staff and pupils	By June annually	SLT	
Collate all information and produce a summary report to include main findings and key recommendations. Present report to governors and staff	By July annually	ST	

Mental Health and Wellbeing

Activity 8

Target	By September 2024, have in place well developed systems for reviewing mental health and well-being of pupils and staff, to ensure that the School has a suitable environment for pupils and staff
Activity	Mental health and wellbeing: To audit and develop mental health and wellbeing support within the Trust that meets the needs of all stakeholders
Lead	Sally Trevena & Hannah Gugan
Timescale	Final monitoring report December 2022
Success Criteria	<ul style="list-style-type: none"> • Completion of Senior Mental Health Leadership Certificate Course. • Completed Audit of current surveys and review toolkits to use to measure pupil and staff well being to ensure they meet the needs of the school • Completed cycle/s of and report/s on pupil and staff annual well-being surveys • . Completed participation in a range of curricular initiatives that promote positive mental health and well-being. • Online safety lessons and events to be provided for pupils and parents to ensure they are aware of how to protect their children and themselves when using the internet • Completed monitoring of the PSHE and e-safety curriculum to ensure it is up to date in relation to national and local agendas • ELSA and LEGO Therapy sessions to be in place for identified pupils to address their needs as identified on their EHCPs • Audit and development of holistic strategies to support pupil SEMH needs, including a range of therapeutic opportunities, in line with pupil needs as identified on their EHCPs • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> • Time in relation to completing action points • Time to complete mental health lead training (funded by a grant from DfE) • Time to audit and review toolkits used to measure well-being • Time to attend relevant training in relation to updates to the PSHE curriculum • Funding and time for ELSA supervision sessions • Funding for resources for ELSA and LEGO therapy sessions • Funding for resources for therapeutic sessions
Monitoring	<ul style="list-style-type: none"> • Half-termly feedback to SLT by lead person on progress against action points
Evaluation	<ul style="list-style-type: none"> • By December 2022, report by the lead person to Local Governing Body on progress against success criteria

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Actions	Timescale	Lead	✓
To undertake Senior Mental Health Leadership Training	ongoing	ST	
School to have taken part in the "Eat them to defeat them" campaign and each key stage to produce a scrap book	April 2022	NH	
Identify a toolkit and survey to use to measure pupils and staff well-being	March 2022	ST/H G	
Pupil and staff surveys to be completed, in conjunction with activities 2 and 7	April annually	TD/H M	
A full timetable for LEGO, ELSA, OT and SALT sessions	ongoing	CS	
Therapeutic support to be in place and delivered by external therapists including art therapy and therapeutic play mentor	March 2022	ST	
Continued development of the PSHE and E-safety curriculum to include current updates	ongoing	NH/A W	
To review evidence and practice in relation to the WAS Well-Being award renewal in September 2022	Dec 2022	HG/L D	
To write a monitoring report that summarises all evidence and highlights future areas of development. Present report to governors and staff	Dec 22	ST/H G	

Staff Wellbeing

Activity 9

Target	By July 2024, there will be a formal programme of support for all staff to promote positive mental health and wellbeing, which in turn will enhance staff morale.
Activity	Staff Well-being: To consider staff workload and wellbeing and ensure the Trust continue to respond to issues raised in appraisal and through the annual staff survey.
Lead	Angela Mumford & Julia Heath
Timescale	Updated annually and then monitoring report to be completed by July 2024
Success Criteria	<ul style="list-style-type: none"> • Positive staff responses from annual surveys – predominantly all responses are positive or reflective • Improved whole school staff attendance figures • Audit and review of whole school “Mental Health and Wellbeing Strategy” especially in relation to staff support • Development of a school “Menopause and Andropause Policy” • Review of the Trust’s appraisal system, focussing on CPD and impact of training on skill sets • Development of annual wellbeing events and activities using wellbeing fund • Development of internal staff support mechanisms (i.e. staff wellbeing ambassador) • Audit and review of staff workload (i.e. review of all paperwork structures, clarity of tasks)
Resource Implications	<ul style="list-style-type: none"> • Time to attend meetings and working parties • Time to plan events • Time to liaise with staff to ensure collaboration • Annual allocation of staff wellbeing fund • Resource procurement i.e. surveys, CPD, appraisal system
Monitoring	<ul style="list-style-type: none"> • Verbal feedback at every Local Governing Body (LGB) meeting • Annual written feedback report to Trust board
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person/s to LGB on progress against success criteria

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Action	Timescale	Lead	✓
In conjunction with activities 7 & 8, Annual Surveys, resource, implement and analyse data from annual staff surveys	annual	ST	
Closely monitor staff absence and address persistent absence above 10%	Ongoing	HM/AM	
Reintroduction of the Mental Health and Wellbeing team	April 2022	AM	
Research linked to developing a “Menopause and Andropause Policy”	July 2022	SLT	
Ongoing use of Blue Sky ensuring thorough reviews of progress and whole school buy in on usage (clarity of purpose of resource)	July 2022	SLT	
Development of a comprehensive annual CPD programme including using bi-weekly CPD sessions	July 2022	SLT	
Develop an annual wellbeing event and programme of wellbeing activities	July 2022	HM	
Development and training of a staff wellbeing ambassador including a “job description”, “person specification” and application procedure	July 2022	SLT	
Reintroduction of supervision sessions for staff	July 2023	SLT	
Review of support staff contracts/working hours	July 2022	AM	
Audit and review of all paper-based tasks across school with the aim of reducing workload and working smartly	July 2023	SLT	
Complete a report for Governors highlighting key issues, sharing overview of data and developments including recommendations for next steps	July 2024	AM/JH	

Governance

Activity 10

Target	By December 2023, develop the quality of communication and provision with stakeholders within the Trust.
Activity	Governance: To further strengthen and develop governance and policies within the Trust.
Lead	Angela Mumford
Timescale	December 2023
Success Criteria	<ul style="list-style-type: none"> • A completed review of Governance at Local and Trust level • All Governance policies and procedures are audited and reviewed • Governance membership is strengthened and the school has more Local and Trust level members • Governor visits are increased and there is consistent reporting • The new website is regularly updated and fully compliant with Ofsted requirements • A monitoring report and firm set of recommendations are presented to governors.
Resource Implications	<p>Time in relation to action points</p> <p>Funding to complete Governance review</p> <p>Funding for SIP to complete regular visits and Head Teacher's Appraisal</p> <p>Ongoing funding for DPO</p>
Monitoring	Termly feedback to SLT by lead person on progress against action points.
Evaluation	By December 2023, report by the lead person to Governors on progress against success criteria.

Actions	Timescale	Lead	✓
To meet with Trust board to discuss Trust development	Feb 2022	AM	
To commission an outside consultant to lead on Governance review	Jul 2022	AM	
To ensure all policies are updated and ratified by LGB or Trust in a timely manner	Dec 2023	AM	
To ensure a comprehensive programme of visits is available for LGB and Trust board members to attend and feedback on	Dec 2024	AM	
To review ways in which feedback is provided to LGB on a school level	Dec 2024	AM	
To ensure that the SIP attends regularly providing feedback for the HT and attending HT appraisal	Dec 2023	AM	
To ensure new website is running effectively and is up to date and compliant with policies and relevant information	Jul 2022	AM	
To advertise and celebrate achievements of the Trust by producing a "live" SEF	Dec 2024	AM	
To ensure Trust has regular communication with DPO (where necessary)	Dec 2024	HM	
To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	Dec 2024	AM	

Parental Engagement

Activity 11

Target	By September 2024, develop the quality of communication and engagement with stakeholders within the Trust.
Activity	Parental Engagement: To improve opportunities for parents to be more involved in school events to subsequently promote positive engagement throughout the family
Lead	Toby Davies
Timescale	December 2023
Success Criteria	<ul style="list-style-type: none"> • At least one completed Family Funs course annually to help build positive relationships between staff, parents and children. • To have a completed annual calendar of events for parents to help parents attend a high number of school events. • A completed annual E-safety session for parents to help keep their child safe online. • Improved attendance at IEP/review meetings so parents/carers are aware of academic and behavioural progress • Drop in advice sessions for parents run with SEBDOS family worker to help parents/carers manage their children's needs at home. • Fill parent governor vacancy so the Local Governing Body has a parental viewpoint to aid school development. • A monitoring report and firm set of recommendations are presented to governors. • Common strengths and areas for development are used to inform the SEF. • A firm set of recommendations are drawn up to be included in the next phase of school improvement.
Resource Implications	<ul style="list-style-type: none"> • Time and funding to deliver sessions to parents. • Time to deliver Family Funs weekly.
Monitoring	<ul style="list-style-type: none"> • Feedback to LGB at meeting. • Annually review relevant policies. • Discuss at SLT meetings.
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person to Local Governing Body on progress against success criteria.

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Actions	Timescale	Lead	✓
To select pupils/families who would benefit from completing a course of Family Funs	April 2022	TD	
To liaise with staff member/s who will be running Family Funs sessions about plans and timescale to begin each course.	April 2022	TD	
Complete an annual overview of events and theme days that parents will be invited to attend.	January 2022	NH	
Plan and arrange an e-safety session for to deliver to parents ensuring timely communication and repeated reinforcement of aim and dates.	July 2022	TD	
Give parents option of face to face or remote IEP meetings.	May 2022	DA	
Liaise with SEBDOS family worker and arrange time and date for termly parent drop in sessions with specific themes.	July 2022	TD	
Communicate to parents the time and dates of drop in sessions in a timely and clear manner.	September 2022	TD	
Review ways to attract parent governors and advertise post accordingly.	July 2022	TD/A M	
Monitor parent attendance at school events/theme days and feedback in school newsletters	July Annually	TD	
Organise termly 'coffee mornings' with parents.	July 2022	TD	
Complete parent surveys.	April annually	TD	
To write a monitoring report that summarises all evidence and highlights future areas of development then present to staff and Governors.	Dec 2024	TD	

Trust Development

Activity 12

Target	By July 2024, there will be a comprehensive review of the Trust's Alternative Provision (AP) and SEBDOS service completed that inform future developments including staff stability, pupil support and Local Authority (LA) involvement.
Activity	Trust Development: Using independent research and LA collaboration, there will be a completed review of how the Trust provides AP for Slough children, young people, families and education-based staff.
Lead	Angela Mumford & Julia Heath
Timescale	Updated annually and final monitoring report by July 2024
Success Criteria	<ul style="list-style-type: none"> • A clear understanding of the Trust's purpose, following consultation and review, in delivering AP across Slough in order to fully meet the needs of stakeholders with social, emotional and mental health (SEMH) difficulties • A clear financial plan and forecast regarding funding for the AP and SEBDOS, linked to the LA agenda, in order to plan for future developments for all stakeholders • Appropriate staffing levels, commensurate with the outcomes following the AP review, minimising disruption of delivery and sensitivity to staff positions • Staffing to feel stable and staff to be consulted with as part of the AP review process in order to facilitate positive ways forward to better support the needs of all stakeholders • A comprehensive Trust service offer which will deliver a high-quality provision for all stakeholders in line with future budget constraints
Resource Implications	<ul style="list-style-type: none"> • Time to attend meetings • Time to plan service offer • Time to liaise with stakeholders to ensure collaboration and evidence of need • Funding for consultation with Finance Director • Associated costs with AP review and outcomes
Monitoring	<ul style="list-style-type: none"> • Verbal feedback at every Local Governing Body (LGB) meeting • Annual written feedback report to Trust board
Evaluation	<ul style="list-style-type: none"> • By October 2024, report by the lead person/s to LGB on progress against success criteria

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Action	Timescale	Lead	✓
AM & JH to attend all meetings set by LA in regards to the AP review	Ongoing	AM/JH	
AM to complete annual report for LA including overview of AP and usage	Ongoing	AM/JH	
AM & JH to complete SWOT analysis of the Trust's AP and then discuss with Finance Director	January 2022	AM/JH	
AM, JH & Finance to meet regularly to discuss next steps and Trust direction	Ongoing	AM/JH	
JH to research comparable service provisions (UK)	March 2022	AM/JH	
AM & JH to liaise with Slough Head Teachers (SPHA/SASH) to gather opinions and support for future service provision	March 2022	AM/JH	
AM & JH to create Google Forms questionnaire for all Slough Head Teachers and SENCOs	March 2022	AM/JH	
AM & JH to analyse data from questionnaires and present to LA	May 2022	AM/JH	
AM & JH to be fully involved in working party or consultation	May 2022	AM/JH	
AM & JH to ensure clear explanations of the process and outcomes are shared with all stakeholders as appropriate	Ongoing	AM/JH	
AM & JH to revise provision, policies and procedures in line with outcomes of the AP review	July 2024	AM/JH	
Complete a report for Governors highlighting key issues, sharing overview of data and developments including recommendations for next steps	July 2024	AM/JH	

5 MONITORING REPORTS

No.	Activity
1	Implementation of Curriculum
2	Impact of Curriculum
3	Monitoring of Teaching
4	Government Grants
5	Attendance
6	Behaviour & Attitudes
7	Annual Survey
8	Mental health and well-being
9	Staff well-being
10	Governance
11	Parental Engagement
12	Trust Development