

Nightingale  
*educating for life*

# School Development Plan

2017-2018

# Nightingale Development Plan 2017-2018

<b>Contents</b>	<b>Page</b>
School Development Plan: planning process	2
Vision	3
School Priorities	4
RAG Rating Criteria	5
Effectiveness of Leadership and Management	6
Personal Development, Behaviour and Welfare	10
Teaching, Learning and Assessment	11
Outcomes for Children and Other Learners	13
Site	14

## The School Development Plan: Planning Process

- The School Development Plan (SDP) has been written within the context of Nightingale's strategic priorities 2017-2022
- The 4 areas of the Ofsted Framework are used to structure the SDP:
  - Effectiveness of Leadership and Management
  - Personal Development, Behaviour and Welfare
  - Teaching, Learning and Assessment
  - Outcomes for children and other learners
- The targets in each table are key focuses for the academic year 2017-2018 to move us further towards our vision of *outstanding in all areas*
- Progress is monitored every half term by the Headteacher and RAG rated to clearly indicate which targets have been met (green), are partially met (amber) or not yet met (red)
- The Management Committee review targets and RAG rating at each meeting, unmet targets are highlighted
- New targets for the next academic year are shaped by long-term strategic priorities and adjusted to meet the needs of the school moving forward

## Vision

Our aim at Nightingale is to provide students with an outstanding education that will help them succeed in life and achieve their potential. Students at Nightingale will acquire the values, skills, knowledge and understanding to prepare them for life beyond Nightingale.

Our ethos is based on full inclusion, high expectations, outstanding teaching and learning with a clear focus on the needs and potential of every student.

Our highly committed and skilled staff, working in partnership with parents and students, will ensure that Nightingale is a stimulating learning environment where students are able to fulfil their potential and are well-prepared for education, work and life. Nightingale is a place where students are all equally-valued and have their achievements celebrated.

We will:

- ensure all our students become successful learners and achieve their full potential
- nurture and develop every student become a responsible and caring member of the community
- engage in effective partnerships with relevant support agencies to ensure appropriate wrapped-around provision for students
- provide a relevant curriculum for students in a high quality, stimulating environment
- provide appropriate challenge and support to students through high quality teaching

We are on a learning journey and believe that with the support of all stakeholders, we are able to achieve our best for all our students.

## **School Priorities 2017-18**

Through the pursuit of excellence in all school areas, we need to demonstrate a drive and commitment to the following priorities:

### **Effectiveness of leadership and management**

- Promoting the consistent application of expectations and policy, with all staff and students contributing to the development of the school.
- Safeguarding procedures are embedded into daily practice by all staff and students.
- Develop the strategic role of the Management Committee in supporting rapid school improvement.
- Continue to improve partnerships to enhance student learning and wellbeing.

### **Quality of teaching, learning and assessment**

- Improve the quality of learning and teaching across all subject areas through a systematic approach to lesson planning, delivery and assessment that demonstrates effective personalisation of learning. This will ensure a greater % of students achieve expected.

### **Personal development, behaviour and welfare**

- All staff, students and parents demonstrating a good understanding of the concepts and principles of SEMH and provide students with the care and support to achieve their full potential.

### **Outcomes for children and other learners**

- Accurate and robust assessment systems are in place across all subjects to ensure that gaps are identified through rigorous baseline testing. By addressing these effectively, students will make good progress and achieve target grades.

## RAG Rating Criteria

### Red

- There are significant issues with the target
- One or more aspects of target — time, cost, personnel, resources are critical issues
- The issue requires urgent attention or action

### Amber

- A problem has a negative effect on target performance but can be dealt with by the lead person/s
- Action is being taken to resolve the problem or a decision made to monitor closely
- One or more aspect of the target is at risk but a plan has been put in place to meet target
- Associated issues may be highlighted with risks addressed, and actions implemented, to ensure target is met

### Green

- The target is performing to plan or achieved
- All aspects of target are being met or have been met

## Effectiveness of leadership and management

Priority	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who is Responsible?	Time scale	RAG	Current Performance/ Future Action
1.1	Clarify the core offer of Nightingale	<p>Historic view and understanding of Nightingale's offer</p> <p>Stakeholders hold differing views of what Nightingale is and expectations vary</p>	<p>All stakeholders understand what is expected of a placement at Nightingale</p> <p>Enable referrals/commissioned places to match need</p> <p>Enable Nightingale and others to judge its success</p>	<p>Clarify the core offer of Nightingale</p> <p>Review policies and provision</p> <p>Share vision and consult with stakeholders</p>	MM	July 2018	
1.2	Ensure appropriate systems are robust and rigorous across the school	<p>Some systems in place and others are under development for example, PMS</p> <p>All systems to be embedded in day-to-day practice as soon as possible</p> <p>Some policies have been drafted awaiting final MC approval</p>	<p>Admissions policy and practice guide in place</p> <p>Measures to secure good attendance, thresholds for intervention and a process for agreement of adapted timetables identified</p> <p>A clear plan is in place for development and review of key documentation and policies</p> <p>All statutory policies in place</p>	<p>Establish a list of essential policies, starting with statutory safeguarding policies, (using the statutory policies list on the DfE website)</p> <p>Develop an implementation plan/review of these with the support of link HT and a designated Governor</p> <p>Develop a clear admissions policy</p> <p>Consult stakeholders about criteria for admission to Nightingale</p> <p>Develop a PP plan and allocate funding appropriately</p>	MM	July 2018	
1.3	Complete the Staff Restructuring	<p>Draft proposals written and to be considered by Staffing Committee</p> <p>Sample job descriptions to be considered by Staffing Committee</p>	<p>New posts are clearly defined and recruited to the on the basis of needs analysis. Staff in new posts have clear job descriptions and line management</p> <p>Staff morale is maintained and impact on students is kept to a minimum</p>	<p>Write proposals for restructuring Nightingale</p> <p>Proposals approved by MC</p> <p>Consult with staff</p> <p>Prepare new Job Profiles</p>	MM/MC	April 2018	
1.4	Develop a self-evaluation form which accurately	No self-evaluation system in	SEF has been completed and approved by the Management	Prepare a draft SEF for consideration by MC which reflects action points in	MM	Jan	

	identifies strengths and areas for development at Nightingale	place	Committee and used to plan future staffing levels and used to support the SDP	SDP		2018		
1.5	Develop a school development plan	Draft SDP to be considered by MC  No finalised SDP written and still in draft form	SDP agreed and being reviewed on half-termly basis with RAG rating and updated comments	Work with EHT to develop SDP  MC to ratify initial SDP  SDP reviewed and revised half-termly	MM	Dec 2017		
1.6	The curriculum offer is appropriate to the needs of students	Curriculum offer in place and provides pathways including GCSE and vocational courses	Curriculum offer is appropriate and aspirational providing high quality learning experiences	Appoint a Lead Teacher with responsibility for curriculum development  Review curriculum offer to ensure that it is appropriate and meets needs of students  Investigate new courses and evaluate their appropriateness for Nightingale	MM	July 2018		
1.7	Improve the quality of teaching, learning and assessment by implementing a performance management system	System for PM discussed and agreed with staff  PMS to be implemented  TiC targets have been agreed	From a baseline, successive reviews of teaching and learning will have improved to 70% good or better	With support of EHT, devise a system for observing and evaluating the effectiveness of teaching  Ensure that expected standards of teaching and outcomes are securely linked to teacher performance management  Weaknesses in teaching are tackled using the performance management process	MM	Dec 2017		
1.8	Ensure website complies with key legislation for maintained schools including school information regulations 2012	Website partially compliant	The website is fully compliant with 2012 School Information Regulations	Devote time to update website  MC to approve essential policies and documents that need to be on the website	MM/MC	On-going		
1.9	Safeguarding is highly effective	Safeguarding Policy in place  SCR incomplete  Staff have completed	Safeguarding Policy implemented fully by all staff  SCR complete, maintained and compliant	Ensure that the single central register is in place and compliant  Radicalisation policy based on Prevent duty guidance to be in the policy	MM/LBB	Dec 2017		The Management Committee are assured at all times that the

		Safeguarding training including for DSL/DDSL	All staff undertake Safeguarding training on a termly-basis and throughout the year for all staff	<p>Training to take place and log staff who have completed the on-line training programme</p> <p>Deputy designated lead needs to complete the training for designated safeguarding leads</p> <p>Ensure relevant information is shared with link schools for individual students.</p> <p>Visiting speaker documentation needs to be developed and added to the Safeguarding policy in line with Prevent guidance</p> <p>The DSL and/or a deputy should always be available to staff during school hours in term time. Contact details to be available to staff in the event of the Designated Lead and the deputy being off site</p> <p>E-Safety Policy is compliant</p> <p>Ensure appropriate internet filters and monitoring systems are in place to protect students from potentially harmful and/or inappropriate online material</p> <p>Ensure a whole-school approach to online safety including the use of mobile technology</p> <p>Develop protocols with host schools to include their EWOs being involved in the event of attendance concerns</p> <p>Attendance management system should be a priority in order for attendance to be recorded and monitored via SIMs</p>	<p>MM/all staff</p> <p>FR</p> <p>MM/FR</p> <p>MM</p> <p>MM/FR</p> <p>MM/KB/SNS</p> <p>FR</p> <p>FR</p>			SCR is up to date
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## Personal development, behaviour and welfare

Priority	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who is Responsible ?	Timescale	RAG	Current Performance/Future Action
2.1	<p>Improve attendance of students to improve outcomes</p>	<p>Students report via surveys that they feel happy and safe in school.</p> <p>Systems for monitoring and recording attendance in place. Need to transfer from a manual system to SIMS</p> <p>Good attendance punctuality is valued and rewarded.</p>	<p>Students value their education and attendance for all groups is improving over time. The attendance of students who have previously had high rates of absence is rising quickly towards the national average</p> <p>Attendance figures to compare favourably with that of mainstream schools</p> <p>PA figures are reduced in line with national averages</p>	<p>Development of mentor programme with an attendance focus</p> <p>Home visits for targeted students</p> <p>Fixed penalty notices and Fast tracking with support of EWS</p>	MM	July 2018	
2.2	<p>Students make good choices and know how to keep themselves safe</p>	<p>Students do not always make safe choices</p> <p>Students have an awareness of risk but do not always apply this awareness in potentially risky situations</p> <p>School Council in place.</p>	<p>Students can explain accurately and confidently how to keep themselves healthy.</p> <p>Students make informed choices about healthy eating, fitness and their emotional and mental wellbeing.</p> <p>Students have appropriate understanding of healthy relationships and are confident in staying safe from</p>	<p>Diet, fitness, food choices, menus built in to Science, Maths, PSHE, Citizenship, Life Skills SOW. Food technology menu planning, healthy eating and cooking skills to be addressed within Life Skills sessions and outcomes awards and accredited qualifications.</p> <p>Development of student voice via school council to promote healthy friendships.</p> <p>Regular assemblies with focus on keeping safe for example, E-Safety and</p>	MM/ staff	April 2018	

			abuse and exploitation	online safety				
2.3	Students know about options Post 16 and are supported through application process	Some Careers Education through PWL  Enrichment events organised  Applications sent in time for college/6 <sup>th</sup> Form	Effective Careers Education across the curriculum  Enrichment events organised that support post 16 options  Students coached through College application process	Develop Careers Education to include Post 16 IAG, guest speakers, trips and open days	MM/ staff	July 2018		
2.4	High Quality PSHE curriculum	Individualised programmes written  Most pupils have life skills target  PSHE Curriculum in place  External agencies support delivery of PSHE including SRE and Substance Misuse	All students are provided with an outstanding PSHE curriculum that provides necessary SMSC/ Life Skills and British Values	PSHE Curriculum resources available for students and staff  Dedicated life skills programmes  PSHE themes developed and embedded in curriculum and through assemblies including SMSC and British Values  Individualised programmes written when needed  All students to receive PSHE sessions and assembly each week  All students to know their targets and what they need to do next to develop and improve in terms of independence  Half-termly monitoring of targets and attainment	MM/ staff	July 2018		

2.5	High quality care, therapy and counselling available to all students and focus on staff wellbeing as part of this whole process	School counselling service in place  Support from external agencies is varied	A beacon for SEMH in the Borough  Effective working relationships with partner agencies  All students accessing CAMHS/therapeutic support  Staff supervision available on a regular basis to support staff wellbeing	<p>Increase support and effectiveness of external agencies and provide care and therapy for students</p> <p>Staff discuss feelings and emotions with a trained professional</p> <p>Promote de-briefing sessions for support</p> <p>Secure CAMHS bid for support and provision of services</p> <p>CPD on-going to support and develop all staff in therapeutic models of delivery</p> <p>Student provision mapping in place</p> <p>Investigate different means of providing staff supervision and implement as soon as possible</p> <p>Collect student views at end of each term and act on key priorities</p> <p>Collect staff views at the end of each term and act on key priorities</p> <p>Collect parent/carer views through academic reviews and act on key priorities</p> <p>Research how to track</p>	MM/FR	July 2018		
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				SEMH and emotional well-being progress as well as academic progress				
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## Teaching, learning and assessment

Priority	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who is Responsible?	Timescale	RAG	Current Performance/Future Action
3.1	Ensure that all students make expected, or better, progress	English and Maths intervention programmes to close attainment gaps	<p>Student progress meetings will indicate that all students are making acceptable progress towards end of year targets</p> <p>Student prior learning and attainment is obtained before admission</p> <p>Lesson observations, learning walks and book walks are undertaken regularly as part of PMS and all are showing to be following policy and at least good in overall standard</p>	<p>Develop a system to evaluate the individual progress of each student for all subjects including student progress review and evaluations of books/course work</p> <p>Devise a robust system for baseline assessment for students (academic and emotional) on entry and develop individual plans</p> <p>Develop a system for key tutoring for each student to facilitate mentoring and progress tracking</p> <p>Half-termly progress meetings and evaluations will clearly identify whether students are on-track for achieving target grades</p> <p>Focus on key groups of students such as SEN, PP, more able to ensure they are making expected progress</p> <p>Establish a system for forward target-setting to ensure there is appropriate focus on academic aspiration and</p>	MM/staff	July 2018	

				<p>transitions at the end of placement</p> <p>Intervention programmes for students who are significantly behind in English and/or Maths</p>				
3.2	<p>Improve the quality of teaching and learning across the school</p>	<p>There is a Teaching and Learning Policy that needs updating</p> <p>There is no Feedback or Lesson observation Policy</p> <p>Formal lesson observations as part of PMS not yet in place</p> <p>Learning walks not yet undertaken</p> <p>CPD sessions focus on Teaching and Learning</p>	<p>Monitoring from observations evidences 70% of lessons judged as good or better</p> <p>All staff demonstrating personalisation in lessons ensuring all students' needs are met</p> <p>All staff demonstrating good differentiation</p> <p>All staff adhering to Teaching and Learning Policy</p> <p>More focused CPD on Teaching and Learning</p>	<p>Implement the following policies: Teaching and Learning; Feedback and Lesson Observation</p> <p>Launch Assessment Target Tracker for half- termly outcomes</p> <p>All teaching staff will engage in staff meetings, training sessions, peer collaboration and self-evaluation to improve planning and ensure clearer objectives and effective differentiation is clearly identified</p> <p>All staff implement agreed lesson planning model</p> <p>Formal lesson observations take place as part of performance management and regular learning walks are undertaken with feedback to staff</p> <p>Visit outstanding schools to develop knowledge and expertise</p>	MM/staff	July 2018		

3.3	Implement FACE (Feedback, Autonomy, Challenge, Engagement) to improve quality of lessons	<p>Audit carried out initial training with teachers</p> <p>Initial CPD in place on FACE</p>	<p>All staff using FACE effectively impacting positively on student learning</p> <p>All staff demonstrating confidence in FACE and this is reflected in learning walks, drop- ins and formal observations with all staff being RAG rated good or better</p>	<p>Staff inset time and twilights</p> <p>Plan and carry out FACE training</p> <p>Staff planning time will include FACE</p> <p>Embed Face and provide opportunities for students to engage actively and select extension tasks</p> <p>Observations will show effective use of FACE Teachers regularly checking students have understood key concepts and can apply to their learning.</p> <p>Books will show effective use of FACE and progression will be evident.</p>	MM/ staff	April 2018		
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## Outcomes for children and other learners

Priority	Where are we now?	Where do we want to be?	What are we going to do to get there?	Who is Responsible?	Timescale	RAG	Current Performance/Future Action
4.1	Students transfer to sixth form or FE College at the end of Y11	<p>100% of students transfer at the end of Y11 – 2016/17</p> <p>Main destinations are FE College and 6<sup>th</sup> Form</p> <p>Careers Education is taught through PWL</p> <p>Y11 Leavers' Assembly June '17</p>	All students transfer successfully to sixth form or FE College at the end of Y11 and retain places in FE or 6 <sup>th</sup> Form	Evaluations of outcomes include successful onward placement and transition back to mainstream	MM	July 2018	
4.2	Develop a tracking system for each student to monitor progress and coverage of the curriculum being accessed	Tracking in place for some curriculum areas for all students	<p>Comprehensive, personalised and rigorous tracking system for all students</p> <p>Underachievement is identified early and strategies/interventions are in place to ensure good progress takes place rapidly</p> <p>Pupil premium students performing as well as non-pupil premium student</p>	<p>Create a new tracking system for students to monitor progress and attainment from baseline on half termly basis</p> <p>Teachers flag underperforming students areas of concern in progress meetings to address attainment gaps and strategies identified and carried to support rapid progress</p> <p>Gaps between pupil premium and non pupil premium students to be monitored and successfully closed through necessary interventions</p> <p>All staff know pp students and how they are</p>	MM/staff	July 2018	

				performing in lessons to allow progress to be made				
4.3	Improve achievement of all students	2017 exam results show that 30% of students entered achieved 5 A*-C (9-4) and 70% achieved 5 A*-G (9-1)	<p>All students demonstrate progress in their learning evidenced by data, progress meetings and outcomes for students</p> <p>Y11 targets set by MC are met in summer 2018</p> <p>GCSE results and analysis indicate a 10% increase in students achieving 5 A*-C (9-4) and 100% students achieving 5 A*-G (9-1) if their individual curriculum allows</p> <p>Curriculum offer provides students with appropriate qualifications and successful outcomes</p>	<p>Introduce progress meetings each half-term</p> <p>Improve tracking and data analysis</p> <p>Data training for appropriate staff to ensure accuracy of data and accuracy of reports</p> <p>Staff take responsibility for their classroom displays</p> <p>Displays recognise achievement and support key aspects of curriculum</p> <p>Staff held to account through rigorous PM and rigorous self-evaluation through: Lesson observations Learning walks Work scrutiny Student voice Staff voice</p>	MM/ staff			

## Site

Priority		Where are we now?	Where do we want to be?	What are we going to do to get there?	Who is Responsible?	Timescale	RAG	Current Performance/Future Action
5.1	Create a learning environment that is safe and secure	Improving site security with cameras, locks etc	Safe, calm and purposeful environment compliant with statutory regulations and frameworks	<p>Full risk assessments in place</p> <p>Fully compliant with legal framework</p> <p>DfE Guidance embedded as part of our daily practice</p> <p>Commission annual Safeguarding audit</p>	MM/LBB	July 2018		
5.2	Create an environment that is conducive to learning	Environment not fully conducive to learning due to poor facilities and accommodation	Learning environment promotes respect from both students and staff and supports effective learning	<p>All classrooms and offices to be conducive to learning – clutter free and clean/ tidy</p> <p>Specific classrooms to be designated subject rooms and therefore need to demonstrate this when entering</p> <p>Notice boards and art work to</p>	MM/LBB	July 2018		

				promote learning and success				
				School photographs and displays updated				
				Outside environment to be improved and aesthetically pleasing				