

MARSHFIELDS SCHOOL DEVELOPMENT PLAN 2019-2020

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MARSHFIELDS SCHOOL DEVELOPMENT PLAN 2019-2020

HEADTEACHER'S INTRODUCTION

Marshfields School experienced rapid change and growth in 2018-19, not least with the appointment of a new Headteacher from January 2019. One aspect of the school's work has remained constant – that the students are at the heart of everything the school does. All who work at Marshfields stand by the belief that every lesson, activity, strategy and visit should be exceptional and should meet the range of complex needs of its students.

Student council was established in February 2019 and student councillors wasted no time in requesting a uniform that would prepare them for adulthood and not present them as SEND students. The full consultation led to the adoption of new uniform from September 2019 – ties and shirts for all students, blazers for Key Stage 4, and jumpers for Key Stage 3.

Entwined with the work on uniform was a re-branding exercise which again ensured that Marshfields would be a secondary school in the eyes of the wider community. This brand is now established across the organisation with an adaptation for the Primary hub.

Staffing changes have led to, and indeed, enabled curriculum review. The needs of Marshfields' students are becoming increasingly complex, with a number of students having SEMH needs that cannot be met within the existing Marshfields model. Rather than exclude these students or move them to part time timetables, a devolved Key Stage 3 group will run from September 2019. This small group of students will access many of their usual lessons with their wider peers, alongside additional sport lessons. They will also access outdoor education and motorcycle maintenance courses delivered onsite by Alternative Curriculum Education. This will ensure these students remain in school with a rich but appropriate curriculum that will prepare them for Key Stage 4.

Personal Development has been redesigned for 2019-20, moving from a double lesson per week to a carefully designed programme of PSHE to be delivered by form tutors, supported by the assembly rota. These courses and opportunities will link closely to Preparing for Adulthood with the aim of ensuring all students are able to live independently and access the world of work.

Every student now has target grades across the curriculum, calculated from FFT data and CAT scores, but carefully moderated by the student's reading ages. These targets are being shared with students to ensure that they know what they are capable of and to allow them to consider Post-16 providers that are appropriate for their abilities. This substantial change in data has necessitated the introduction of SIMS as a central database, which will allow staff and the senior team to monitor students' progress towards these outcomes.

These changes have been complemented by the move to a therapeutic behaviour management system. This system is designed to use any behaviour issue as an opportunity to learn rather than punish. The rewards side of the system is

substantially greater than the restorative side so that the quiet majority of students are rewarded and celebrated in a variety of ways. This therapeutic model is a significant cultural change at the school, but right for the ever more complex cohorts.

Internal building works at Easter have ensured that visitors no longer need to enter the building through the playground. In addition, summer holiday building works mean that a member of staff who has taught outside in a mobile, a room which was not fit for the needs of students, is now in the main building with the rest of the school.

A more substantial new build is due to break ground in Autumn 2019. In preparation for this impacting on outside space, and to address the relatively poor behaviour that we had seen over lunchtimes, the school now has two sittings with activities for all students to attend. This has led to a reduction in incidents over lunch which can easily spread into tutorial groups. It is a part of the school's provision of which staff and governors are rightly proud..

To support locally with the increasing complexity of SEND students, Marshfields is now designated as a Hub School for students in Primary settings with Moderate Learning Difficulties. The purpose of the hubs is to help raise the quality of support for all children with SEND in all schools in the Peterborough area. Each hub is a commissioned service arising from a partnership between the City Council and the host school/academy, with senior staff from each organisation working together. As a hub school we work to ensure that as far as possible, MLD students remain in mainstream primary education by providing:

- specialist resources and training;
- high quality support in mainstream classrooms;
- telephone helpline and/or drop in sessions.

The school also has six places for Year 6 students and it is expected to begin taking these students in January 2020.

In the academic year 2019-20 the school will further extend its provision by consulting on re-designation from Moderate Learning Difficulties ages 10-19, to Learning Difficulties ages 7-19. This will allow the development of an offer for the more complex students whilst also ensuring that Peterborough students are able to attend their nearest specialist school.

Everything done at the school is aimed at ensuring all students are strong characters with the self-belief and resilience to thrive in spite of their SEND. The school will continue to work tirelessly to ensure the best for them.

MARSHFIELDS SCHOOL ETHOS

The school's purpose is to ensure that SEND students in the City of Peterborough have their needs met and that they are successful members of society when they leave. Staff and governors will ensure that they become independent and resilient, and able to speak for themselves where they require support to live.

The school will do this by:

- Encouraging respect and tolerance for all members of the its community, with staff leading by example;
- Setting high expectations for student outcomes and preparation for adulthood;
- Ensuring students have access to a wide range of activities that address their additional needs and give them opportunities to be independent in spite of those needs.

The key school objectives for 2019-20 are:

- To be the first choice for parents and carers whose children meet its admissions guidance and criteria;
- To help meet local SEND needs by re-designating, providing support to mainstream primaries through the hub and delivering training through the hub network;
- For students to make greater progress than SEND students nationally;
- To recruit and retain the best staff, developing highly committed and skilled, cohesive teams;
- To ensure its students are prepared for adulthood and able to access the world of work;
- To maintain its Good judgement from Ofsted, overall and in each category;
- To ensure the school has a strong, positive public image and can be seen as an exemplar of SEND provision;
- To offer a broad, balanced curriculum complemented by a range of strategies to support students' SEND;
- To be a beacon of SEND education in Peterborough, through leadership, example and partnership.

7. SUMMARY OF 2019-2020 DEVELOPMENT PLAN

The School continues to offer a good education to its students.

1.1 Leadership and Management

Leadership and management at the school is Good. Leaders have a clear vision for the school and ensure that the offer for students is inclusive and of high quality. Leaders have identified a robust staff training programme that will develop the quality of teaching and learning. Rather than off-roll or exclude, the school has a range of curriculum offers to ensure that students can succeed despite their SEND.

Leaders work with stakeholders to improve practise, support staff workload and to protect staff from bullying and harassment. Governors understand their role and carry it out effectively. They are not afraid to make difficult decisions if they are in the best interests of the students.

The School fulfils its statutory duties and has a culture of safeguarding that ensures students at risk are identified, risk of harm is reduced and outside agencies are used effectively. Safer recruitment and allegations are dealt with effectively.

1.2 Quality of Education

Quality of Education at the school is Good. Leaders and teaching staff have an aspirational view on the student's experiences whilst at school. The academic success that this will bring for the learners will always be better when school life is good. All students have an EHCP and therefore 'lesson design' is crucial to meet the needs of each student. A core focus is to enable students by promoting reading throughout all lessons with dedicated reading sessions available at tutor time. Additionally, students have access to reading in timetabled lessons.

The leadership structure allows for subject teachers to work with department leads to understand the 'intent' of their curriculum area, reflect upon outcomes for students and evaluate the 'impact'. This area of reflection is becoming more refined as better use of student data is now in place for all core subjects. The new Ofsted guidance has seen a greater emphasis on the implementation of learning. Department leads are given greater guidance and flexibility to bring about lessons that are stimulating, free from disruption and promote the best learning. Students at Marshfields have "spiky" learning profiles coupled with a wide variety of prior learning and school experiences. Therefore, this dialogue of professionals is integral to seeking the best outcomes for students.

Year 7 to 9 have timetabled slots of: Maths, English, Science, Food, Design Tech, Art, PE, PHSE, Performing Arts, Humanities and Art. Dedicated time for taking part on a rotation of strategies and reading slots is also included.

Post-16 students who decide to remain at Marshfields have a focus on Maths and English but with a greater focus upon independence. Those students who stay in post-16 are those that need additional time to develop those skills for successfully accessing college courses, with the most able Year 11 students moving directly on to college. Vocational options and work experience feature highly on students' timetables, with a broad range of opportunities. Greater flexibility is apparent in Post-16 as each student prepares for their next steps.

1.3 Behaviour and Attitudes

Behaviour and Attitudes at the school are Good. The school has high expectations for student behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing student behaviour. Staff make sure that students follow appropriate routines.

Leaders, staff and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language do occur, they are dealt with quickly and effectively and are not allowed to spread.

Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

1.4 Personal Development

Personal Development is Good. Marshfields School provides a varied curriculum which ensures that all students are prepared for adulthood: equipped with the skills, attitudes, knowledge and resilience that they will need for their future development. All students are encouraged to achieve their full potential within a positive, supportive and caring environment. The school's aim is that students develop a lifelong understanding of how to keep themselves healthy and safe, and to appreciate the benefits of an active lifestyle.

Learning beyond the classroom is encouraged and monitored and this is achieved through a wide range of trips, visits, workshops and other enrichment activities. The school also places great value on providing a wide range of opportunities through which students experience success, develop transferable skills and learn to value skills such as teamwork, resilience, creativity, commitment and resilience. Gatsby is used effectively to plan and analyse the impact of careers education.

8. TEAM EVALUATIONS

2.1 English

The English department ran a wide range of curriculum related trips in 2018-19. These allowed our curriculum to come to life and included the following:

- John Clare's Cottage, Helpston, with Year 11 Poetry Unit – Additional English Pathways;
- Peterborough Central Library and Archives as part of building research skills for Higher and Foundation Project work for 11M;
- Warner Bros Studios with Year 10 Exploring Audio-Visual Text – Additional English Pathways;
- Yaxley Carrot Factory production/packaging and marketing as part of Year 9 Advertising unit;
- Shakespeare Workshop with Peterborough Central Library staff as part of unit on Midsummer Night's Dream with Year 8;
- Trip to Nene Valley Railway as part of study of The Railway Children with Year 7.

The departmental team has continued to ensure the curriculum is of a high quality:

- A SAGE publishing grant acquired resource books for English;
- The department introduced new Phonics Booklets for LAPs;

- A careful revamp of Reading / Writing / Speaking and Listening Descriptors (“I can” statements) was conducted to reflect changes at KS5 and incorporate P Levels;
- A review of curriculum resources at Year 10 was conducted, including using a play in “Exploring Narratives” Noughts & Crosses and linking the Audio-Visual Unit work by providing a Year 10 trip to Warner Bros. Studios.

The team also ran a series of special days and themes, including Special Days / themes including World Book Day and Black History Month which were incorporated into the delivery of Noughts and Crosses.

For their project research, students from 11M interviewed the Cast Manager of the Thursford Spectacular, a BBC Cricket Commentator, a bakery business owner from Peterborough Continental Bakery, Hair and Beauty experts from a range of Peterborough businesses; the Managing Director of Queensgate Peterborough; and various YouTube Celebrities. This supported Preparing for Adulthood by allowing students time to explore the qualifications and experience needed to have these jobs. The students also made presentations to a non-specialist audience, answering questions and presenting project findings in a clear and understandable format.

Post-16+ students spoke as part of the Holocaust Memorial Day Service - including a particular student who had previously found speaking out loud in class (et alone in a packed church full of adults) extremely challenging.

Five students entered for Young Writers competitions with prizes fwon or school. The department also had a visit from Darren O’Sullivan, a published author. He ran a creative writing workshop at the beginning of the Year 10 Creating Narratives unit. A member of staff brought in her dogs to visit Year 7 as part of “How to Look after your pet” non-fiction unit exercise. Finally, Year 8 welcomed and questioned a visitor who formerly worked with the Royal Household as part of their “Two Weeks with the Queen” unit of work.

2.2 Maths

2018-19 was notable for trips and visits in lead by the Maths department. In Years 7 and 8 students went to Hammerton Zoo and then used number and measure to design their own zoological park. Year 9 students used shape, number and measurement to design their perfect bedroom, fully to scale. Years 10 and 11 went for a day at the races at Huntingdon Race Course exploring predictions and averages, and Bletchley Park for code breaking activities. They also went on Maths trails around Peterborough city and the museum, and went orienteering in Ferry Meadows.

The department has continued to develop its curriculum, particularly for younger students who increasingly require development of key mathematical skills.

A wide range of courses are delivered to students, ranging from Number and Measure, to GCSE, to Functional Skills.

2.3 Science, Food and Post-16

In **Science** 2018-19 saw the continued offer of three main qualifications: an OCR Entry Level in Applied Science, a Level 1 BTEC in Applied Science, and an IGCSE Single Science qualification. The IGCSE is a new qualification, with students taking their exams this year for the first time. The BTEC and Entry Level are proven qualifications, and all students at Marshfields study one or the other, with many students studying, and completing, both.

A science club was offered at lunchtimes, focusing on ecology and environmental matters, as well as revision and catch up sessions for the BTEC and IGCSE students. Throughout the year staff offered a number of extra activities including incubating chicken eggs and growing on the chicks, growing caterpillars and hatching butterflies, trips to Oundle School to look at exotic species of animals, and the Darwin Walk which takes students round the school site looking at the wildlife which lives there.

In the **Food** department, Year 10 students had the experience of jointing a whole chicken with a butcher using every part of the chicken to produce dishes. Later in the year the students used whole pheasants, again butchered them and turned them into sausages. This invited considerable discussion about moral, ethical, farm-to-fork issues.

Year 8s and Post-16 showed their bread skills by producing the table for the Harvest of Talents while Year 11 Food students raised money by selling Pudsey cakes and biscuits for Children in Need. The Christmas cake competition proved very successful yet again, with the whole school voting for the winner. Healthy Eating Week and assembly saw many special. Year 9 students were entered for the Food Preparation and Nutrition GCSE and went through the NEA Level 1 and 2s.

Childcare offered a wide range of learning experiences for its students during 2018-19 including regular visits to a local pre-school, where the group made their own excellent creative resources to use with the children there. There were also regular visits from parents with young children and babies, enabling students to gain real life experience of what life is like for a parent.

Students visited the local library and park to see what the local community offers children. There were also practical sessions giving students the opportunity to learn how to make up bottle feeds, change nappies, cook homemade baby food and taste it. All the students passed at either an Entry Level 3 or Level 1 and enjoyed the variety of activities they were able to access.

Work Experience was attended by all Post-16 students, many of whom progressed from group experiences to independent placements. Many students also progressed from school transport to travelling independently. The Mears Group came in for two sessions to work with Post-16+ students showing them how simple plumbing and electrical systems in the home work.

Many Post-16 / Year 11 students attended transition days at colleges they are moving to next.

A small selection of Year 9s attended a STEM morning at UTC. They fully involved themselves in the activities and were great ambassadors for the school. All Year 10 attended a transition day at City College Peterborough, and this hopefully will start the thought process for their education beyond Year 11.

2.4 Foundation Subjects

In **Design Technology**, three students completed the first offer of the new GCSE specification (OCR J310) with all passing, two 2s and one 3 which was very pleasing for a new and more challenging course based on 'iterative principles of design'. With the ending of Entry Level for DT and Food four students studied BTEC 3D Art and Design for the first time as DT students. This course format is being used to access design and make projects from a different perspective and allowing students to access certification and AQA Unit Awards, and all passed. Year 10 are continuing with this combination of certification routes.

Year 9 have responded well to more demanding schemes of work that have challenged them to think about user needs and saleability in the context of a small business. They have designed and made jewellery and household decorations for sale to the general public. These have been produced using upcycled materials and casting in pewter, enabling them to see the real financial possibilities of their skills.

A nurture group was established within Year 9 using a KS1 / KS2 approach centring on Meso-American civilisations. Students worked on scale modelling, weaving and embroidery and enjoyed the creative and supportive benefits of a cross-curricular scheme. Students have raised their standards and improved their skills significantly with the complexity and quality of their work in metal with complex heat treatment techniques which they found hugely rewarding. Students in Year 7 have accessed a wide range of modelling and developmental materials enabling them to explore their ideas rapidly and in greater variety.

In **Humanities**, students have explored the Tudors, Public Health and the improvement in the standard of living in Britain since the Victorian era and have learned about the changes in Germany through the two world wars. They have taken the OCR Entry Level with all students taking it achieving a pass grade. The trips to the Museum in the town centre have been a success for ks4 and ks3 students and will continue in the new academic year.

In **Art**, students continued to work in a wide range of media. They were able to learn and adopt skills and techniques which they could apply to their own work. They have worked in clay, silk painting, a full range of painting techniques and printing in a range of media, and looking at the artists who exemplify those techniques. The GCSE students were very successful once again this year with students exploring their own ideas with pleasing and individualistic expression.

In **Computing** the department introduced Socrative quizzes across the year groups both for keyword quizzes, as a standard lesson starter, and also as end of unit quizzes to make triangulation of data more robust. These have gone really well, and the students have been really receptive to them, being able to track their progress rocket on the IWB as they answer questions. These have also been used in Key

Stage 4 to give topic tests and exam practice. This is probably the change that has had the most impact on the Y11 exam results.

New schemes of work at the beginning of the year for Key Stage 3 introduced more computer science concepts such as logic gates and binary digits. These were also successful and well received by students. In Term 6 staff began using Google Classroom with students instead of the Hapara Dashboard. Additionally, staff have used the BookWidgets site which integrates with Classroom to make worksheets online so that student folders can be used purely for target setting and for them to track their progress.

9. EVIDENCE, RECOMMENDATIONS AND PLANNING

3.1 LEADERSHIP AND MANAGEMENT

JUDGEMENT: Good

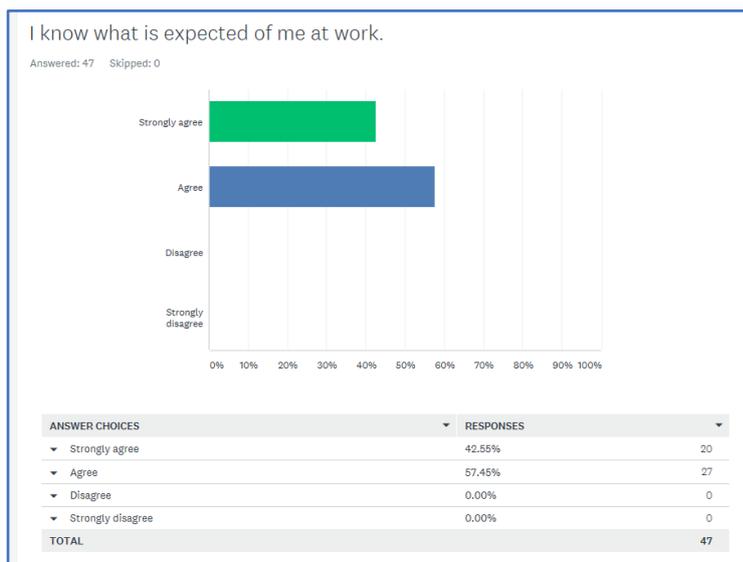
Leaders and governors focus on consistently improving outcomes and Preparing for Adulthood (PfA) at the school and they are uncompromising in their ambition. The school's actions in addressing curriculum needs mean that students are increasingly well prepared for life after Marshfields despite their SEND.

The Pupil Premium review, which is conducted annually and reported to Governors, is an opportunity for senior leaders to review the impact of the PP grant. Effective strategies are continued, and those which lack impact are discarded and replaced.

Governors challenge leaders to ensure that there is effective deployment of staff and resources, including the use of High Needs Funding. Year 7 Top-Up funding secures good educational and PfA outcomes for all incoming students. Governors do not shy away from challenging leaders, for example around the quality of off-site provision and the reasons for offering this to the students.

Leaders and governors have a good understanding of the school's effectiveness, informed by students, parents and carers, and staff. They use this information to keep the school improving by focussing on the impact of their actions in all key areas of the offer. The results of the various surveys can be found in the annexe to this development plan. All data is triangulated and key priorities emerging from the surveys will be added to the following years' development plan. As a result of this careful sharing of information, staff know what is expected of them:

Senior leaders are developing an incisive performance management system which leads to targeted and meaningful staff development opportunities. Through this they are ensuring that there is resilience in leadership and a shared understanding of the development plan. As a result, teaching continues to develop across the school, and the new therapeutic behaviour management system ensures increasingly complex learners can access an inclusive learning environment.



The staff survey clearly identified CPLD as an area for development. Only 50% of staff agreed or strongly agreed that it supported their professional development needs. For Teaching Assistants this figure falls to 30%. An opt in, varied professional development programme will be introduced to ensure that best use is made of this important time.

The headteacher's performance review is carried

out annually by members of the governing body. Key performance targets are set around the quality of education, behaviour and attitudes, personal development and leadership and management. This performance review informs the reviews of the senior team, heads of department and all school staff. A recent restructure of Cluster Leads roles has ensured that staff have clear responsibilities and communication channels.

The curriculum inspires students to learn despite their complex needs. All opportunities to provide a learning experience are taken. Recently, the senior team have restructured lunches to ensure that students have an opportunity to eat, talk and sit together in a calm manner, as well as accessing a wide range of extra-curricular opportunities which are otherwise challenging due to transport arrangements. This has led to a notable improvement in behaviour over lunchtimes with several students who had previously been managed away from their peers being returned to the main student body.

Curriculum at the school is of a high quality, but the senior team constantly review staffing to ensure that the increasing complexity of need can be met. On each change in staffing the curriculum is reviewed and recruitment adjusted accordingly. There are several key agendas within the School, all of which are carefully considered before the curriculum is planned:

- Post-16: The headteacher has worked with the Local Authority to ensure admissions guidance is in place for special schools across the city. This provides high-quality information for parents and carers which can be shared from Year 9 transition reviews onwards in order to increase parental confidence in the local offer. This is critical preparation for adulthood for the students at the school.
- Key Stage 4: The range of learners means the curriculum has to offer a variety of options. Year 10 options were reviewed and additional subjects offered. There is a good balance of Level 1 qualifications in the options, with Level 2 qualifications in the Core subjects offered for a small number. In Year 11 a programme of intervention for the best grades and supported delivery of transition and careers

advice will lead to greater student awareness of when it is time for them to move on from Marshfields.

- Year 7: Increasing levels of complexity required a full curriculum review for September 2019. Thematic approaches to curriculum delivery support the transition of these students who will each come from a different primary school. The two-week extended transition programme in the summer before the students started began the process with a range of team-building and curriculum experiences:

Week 1 - Time	Monday	Tuesday	Wednesday	Thursday	Friday
10.30 am arrival with school TA's	Arrive 10.30am greeted by JMA/IGW/DDR/HHU/PCV Monday 8 th July	Arrive 10.15am greeted by IGW/DDR Tuesday 9 th July	Arrive 10.30am greeted by AAN/DDR Wednesday 10 th July	Arrive 10.30am greeted by AAN/DDR Thursday 11 th July	Arrive 10.30am greeted by JMA/DDR Friday 12 th July
11.05am till midday	Science /PE with <u>MWa/TCz</u>	Sailing (PE TCz/DMu Grp 2)	Team building <u>TMo/GDa</u>	Maths/Landbased <u>KNo/EFa</u>	DT Dual group <u>PCv/TGo/GAT</u>
Midday till 12.25pm	Eat lunch/ in form rooms p161/p162 with <u>MWa/TCz</u>	Eat lunch/ in form rooms p161/p162 with <u>TCz/DMu</u>	Eat lunch/ in form rooms p161/p162 with <u>TMo/GDa</u>	Eat lunch/ in form rooms p161/p162 with <u>KNo/EFa</u>	Eat lunch/ in form rooms p161/p162 with <u>PCv/TGo/GAT</u>
12.25 till 12.50pm	Street Dance activity <u>HHu</u> plus 1	Sport activity <u>TWa</u> plus 1	Street Dance activity <u>HHu</u> plus 1	Sport activity <u>TWa</u> plus 1	Sport activity <u>TWa</u> plus 1
12.50 till 1.15pm	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1
1.15 till 1.50pm	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/ JLi/ RRb/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/ JLi/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/RRb/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/ JLi/ RRb/KNo</u>
1.50pm till 3.10pm	Science /PE with <u>MWa/TCz</u>	Sailing (Maths <u>JDo</u> Grp 1)	Team building <u>TMo/GDa</u>	Maths/Landbased <u>KNo/EFa</u>	SLT time
3.10 till 3.25 pm	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>
Assisted to transport.	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>	<u>HHu/PCv</u>

Week 2 - Time	Monday	Tuesday	Wednesday	Thursday	Friday
9am arrival with school TA's	Arrive 9am greeted by DDR Monday 15 th July	Arrive 9am greeted by DDR Tuesday 16 th July	Arrive 9am greeted by DDR Wednesday 17 th July	Arrive 9am greeted by DDR/HHU/PCV Thursday 18 th July	Arrive 9am greeted by DDR/HHU Friday 19 th July
9.30am till 10.50am	Science/PD with <u>MWa/SBr</u>	Humanities/Computing with <u>HBr/HMi</u>	Maths with <u>TEi/JDo</u>	HOUSE DAY (Provisional Staffing – <u>HHu/PCv/CGo/AMd</u>)	Play/Film in a day with <u>HHu/ACv/CGo/AMd</u>
10.50am till 11.05am	BREAK (Quiet Quad/Café)	BREAK (Quiet Quad/Café)	BREAK (Quiet Quad/Café)		
11.05am till midday	Science /Art with <u>MWa/LEi</u>	Sailing (PE <u>TWa/DMu</u> Grp 1)	English (<u>GPI/RRo/JHi</u>)		
Midday till 12.25pm	Eat lunch/ in form rooms p161/p162	Eat lunch/ in form rooms p161/p162	Eat lunch/ in form rooms p161/p162		
12.25 till 12.50pm	Street Dance activity <u>HHu</u> plus 1	Sport activity <u>TWa</u> plus 1	SLT activity plus 1		
12.50 till 1.15pm	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1	Indoor sports <u>TCz</u> plus 1		
1.15 till 1.50pm	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/ JLi/ RRb/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/ JLi/KNo</u>	Initial reading assessment/ group reading/ reading for fun/ Digital reading <u>RRo/KNo</u>		
1.50pm till 3.10pm	Science /Art with <u>MWa/LEi</u>	Sailing (Maths <u>JDo</u> Grp 2)	1.30pm Watch School Play		Parents in to watch Play
3.10 till 3.25 pm	<u>HHu/PCv</u>	<u>HHu/PCv</u>	SLT	<u>HHu/PCv</u>	<u>HHu/PCv</u>
Assisted to transport.	<u>HHu/PCv</u>	<u>HHu/PCv</u>	SLT	<u>HHu/PCv</u>	<u>HHu/PCv</u>

The senior team have identified alternative opportunities for curriculum delivery for some students. Careful consideration of the reasons for this offer, selection of students and quality assurance of the providers means that this opportunity is not an off-rolling situation, rather a strategic approach to meeting the needs of the students and an essential part of their transition out of Marshfields into a suitable setting for their on-going learning needs.

Recommendations

- Review the new Year 7 transition and curriculum arrangements to allow for a further offer in 2020;

- Offer targeted intervention for students able to achieve a GCSE grade in English as an Additional Language;
- Monitor off-site and alternative provision for quality of education;
- Improve the quality of professional development for all staff;
- Improve the rigour of the performance management process to ensure all targets are high quality and add additional capacity to school leadership.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
90% of staff agree their workload is managed	Training day 1 – SIMs	Opt-in CPLD begins	Off-site spot-check 2	Y9 options complete	Core training – TBC	Stakeholder surveys
80% of staff agree SIMS impacts for the better on their workload	Training day 2: therapeutic behaviour	QA of team development plans begin	Core training – SIMs	Rewards assembly	Reading ages tests and update to target grades	Off-site spot-check 3
80% of staff agree that CPLD is high-quality and meaningful	Teacher PR planning. Policies updated. Objective target letters issued	Core training – therapeutic behaviour	Y9 options planned	Plan / notify schools of extended transition Y6	Y10 into Y11 intervention groups identified	Rewards assembly
90% of staff pass performance review at good or better using new process	Off-site QA handbook collated	Rewards assembly	Y11 mock exam results scrutiny		Behaviour learning walk	Y6 transition fortnight
	Off-site spot-check 1	Publish CPLD offer				
	Team development plans complete	Y9 and Y11 transition reviews include new Post-16 admissions criteria				
	Scrutiny of results. Review courses	Behaviour learning walk				
	Agree lesson observation protocol and plan for the year					
	Review timing of school day. Plan consult if required.					

3.2 QUALITY OF EDUCATION

Judgement: Good

Marshfields School provides a bespoke programme to meet the needs of the SEND identified in each student's EHCP whilst developing their curriculum progress. This results in students on various pathways by Year 10 to promote their success in a range of qualifications, from AQA unit awards, Entry level qualifications, BTEC level 1 Awards and Certificates to the traditional GCSE qualifications. The qualifications are precisely matched to ensure students are successful academically with careful consideration to their identified SEND.

Our Intent: Best outcomes for students.

Our Implementation: Diverse curriculum supported by medical intervention (such as Physio), strategies (directed time delivered by inclusion team and Teaching Assistants) and targeted programmes of support (delivered by the inclusion team such as 'toe by toe').

The impact: Students become well rounded and informed young people ready for their next chapter of study, with qualifications and experience that prepare them for adulthood.

The school's curriculum has evolved over time and is currently on the move to exciting times with greater changes than has been seen in recent years. This is to respond to the changing cohorts arriving at Marshfields, including the many 'late arrivals' throughout the year. What was 'fit for purpose' has required a targeted approach in order to modernise in the current school climate. These changes have included:

- A rethink on the delivery of PHSE, reduced sessions taught more often.;
- An increased focus on healthy lifestyle and how this can be targeted through sport;
- A focused look at FFT data to maximise opportunities for the most able students, including target setting for all students. This will also be embedded through teacher performance review;
- A two-week timetable to promote lesson timings, providing greater flexibility of lesson exposure;
- An increase transition for our Year 6 cohort, to get to know the students in advance and better plan for their September start;
- Investigation of, and suitably matching to, out of school opportunities to promote school enjoyment and uptake of learning;
- A 'topic' approach to Year 7 learning across curriculum areas reducing the change for these students in their transition year.

These changes are in addition to statutory changes to Examinations, Assessment, National Curriculum, access arrangements, the Rochford Review, and Gatsby standards. The senior team are focussed on ensuring that each aspect of the curriculum is considered and updated as appropriate to our setting.

SEND students may have gaps in their prior learning for a variety of reasons. These include: attendance, medical conditions and restriction to a full active part of school life, time not attending school, time with teaching assistants to meet their emotional need but at the cost of access to the teachers planning and expertise. Many students have had a reduced experience in their primary schools. All of this adds to the varying profiles of our students upon arrival.

A key focus on intake is to settle, integrate and start to understand better each student's prior learning to ensure the differentiated lessons then taught make time to 'fill gaps' these students have acquired. The school continues to make use of curriculum 'baseline' testing and whole school CATs testing.

There is a balance within the curriculum. For example, Religious Education is taught within the Humanities package to allow extended time for phonics, precision and Accelerated Reading. With the focus on literacy and numeracy (detailed in all EHCP) an additional language is not currently offered. However, the curriculum is enhanced to bring about progress in 'preparing for adulthood'

The opportunities include:

- Focused on-site Curriculum / off-site provision for identified groups or individual students;
- Year 10 / 11 aspirational groups (EAL qualification will be offered for those identified).;
- Bus training;
- Work experience;
- Community work;
- Trips, sports events, Tall Ships, Sailability, and Froglife;
- The NCS programme;
- Duke of Edinburgh Award scheme;
- Targeted strategy groups / intervention packages.

In light of Life Without Levels and responding to the Rochford Review, guidance staff have been developing and trialling their assessment plans. Staff have adapted their assessments organically within their departments. This is overseen by their Head of Department. The purpose and robustness of the assessments in their curriculum area is reflected upon and reviewed. The emphasis is on putting the students at the heart of the assessment. Each student needs to know their targets, their current achievement and how to move on, in language appropriate to the student. This is identified in students' books. Staff use student-speak in various guises, such as photographic journeys and bookmarks of targets.

Workload continues to be an agenda item that plays on leaders' mind. One planned change is to simplify the way that teachers report to parents and report against EHCP targets. Whilst current practice is good, it is time consuming for teachers and not as informative as other examples seen by SLT in other schools. The implementation of the SIMS system will ease the reporting workload across school once this is installed and staff training has occurred.

Exam results demonstrate the wide variety of courses offered to Marshfield students. These are designed to meet their academic level and where appropriate be aspirational, giving students the best outcomes possible. The grade summary for 2019 is noted below.

The tables below indicate the full range of qualifications assessed in 2019 in the Core subjects:

Grade Summary
Yr 11 cohort 23/ P16 cohort 37

	Year 11 (83%)	Post 16 (66)
Grade 4/ C GCSE (Level 2)		3 (4.5%)
Grade 3/ D GCSE (Level 1)	29 (35%)	53 (80%)
Grade 2/ E GCSE (Level 1)	25 (30%)	2 (3.5%)
Grade 1/ F GCSE (Level 1)	7 (8%)	
U	22 (27%)	8 (12%)
	Year 11 (107)	Post 16 (170)
E3	41 (38%)	62 (36%)
E2	34 (32%)	57 (34%)
E1	19 (18%)	22 (13%)
AQA unit awards	13 (12%)	26 (15%)
U		3 (2%)
Subject	Level	Outcomes
Maths (yr11) 8 candidates	GCSE Foundation	Grade 3 = 1 Grade 2 = 1 Grade 1 = 4 U = 2 (75%)
Maths (p16) 1 candidate	GCSE Higher	Level 4 = 1 (100%)
Maths (yr 11) 23 candidates	Entry	E1 = 1 E2 = 6 E3 = 16 (100%)
Maths (yr 11) 10 candidates	Level 1 (Number and Measure)	Pass = 5 U = 5 (50%)
Maths (p16) 5 candidates	Level 1 (Functional)	Pass = 3 U = 2 (60%)
Maths (p16) 21 candidates	Entry (Functional)	E3 = 8 E2 = 10 E1 = 3 U = 1 (95%)
Maths (p16 +) Money and Finance 6 candidates	BTEC Level 1	Pass = 6 (100%)

Subject	Levels	Outcomes
English (FPQ/HPQ) 3 Candidates Query raised with exam board re marking	Level 1 (FPQ) Level 2 (HPQ)	FPQ = 2 Pass 3=U HPQ = 0 Pass 3=U (25%)
English (yr11) WJEC Additional English Pathways 23 candidates	Entry Level	E3 Full Certificate = 6 E2 Full Certificate = 17 (100%)
English (p16) Functional 14 candidates	Level 1 Level 2	Pass Full award = 2 Pass part award = 7 Pass full Award = 0 Pass part award = 3 No parts met = 2 (83% at least part met)
English (p16) Functional Skills Entry 21 candidates	Entry Level	E3 Full Award pass = 6 E2 Full Award Pass = 6 E1 Full Pass = 1 (100% at least part met) Part Award met = 6 Part Award Met = 2
English (yr 11) Functional Skills	Entry 3	E3 Full Award = 7 E3 Part Award = 1



An example of a Year 11 student grade card.

Summer 2019 course and examination results for
EM/ 13 qualifications: 7 Level 1/GCSE, 6 Entry

Subject	Awarding body	Course/subject title	Course code	Units taken	Grade
Performing Arts	Arts Award	Level 1 Bronze Arts Award	501/0081/6		Pass
Food Technology	OCR	Food	R357 Entry Level		E3 Pass
Food Technology	AQA	GCSE	8585		3
Applied Science	OCR	Entry Level BTEC Level 1	R483 NDK30 Reg number L840996	X 4	1 Pass
Science	Edexcel	IGCSE	4SS0	Phy/ Chem/ Bio	1
Art	Edexcel	GCSE	1AD0		2
Physical Education	Edexcel Pearson	BTEC Sport and Active Leisure Level 1 Award	NDK33 Reg number L880650	X 3	Pass
English	AQA	Extended Project Higher Level	7992		U
English	Edexcel Pearson	Entry Level 3	NRD26 Reg number LD87341	X 5	Pass
English	WJEC	Additional Pathways Entry Level 3	6354/E3	X 4	Pass
Mathematics	AQA	Entry Level	5930		E3 Pass
Mathematics	AQA	GCSE	8300F	Linear	3
Personal Development	Edexcel Pearson	Entry Level 3	RKE99 Reg number LE71403	X 3	E3 Pass

Recommendations

- Ensure Careers education is embedded across the curriculum so that students are confident in making their next educational steps;
- Ensure the curriculum meets the range of needs for students at the school including the students presenting with increasingly severe learning difficulties in the lower cohorts;
- Audit staff strengths in order to promote the hub offer across Peterborough;

- Audit PSHE across the school, ensure that the provision is high-quality and meets the quality of education rigour to the same extent as curriculum subjects;
- Develop staff ability to share the intent, implementation and impact of their teaching with all stakeholders;
- Ensure target grades are in place for all students from September 2019.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
90% of deep dive evidence is good or better	Rolling strategy timetable	P16 WEX	Body language	EAL learners	Preparing for WEX	D of E expeditions
40% of deep dive evidence is outstanding	Additional sport offer launched	Breakfast club overview	Focus on following instruction, 1 then 2 then 3	GCSE development	Exam prep sessions delivered	Yr 11 WEX
100% of students entering training, education, employment or social care pathway	Y7 Topic curriculum launched	Baseline data/ Cats and target setting reviewed	Signing- How do we get this into our curriculum	Support staff PR	Exam season starts	Performance end of year show
90% of students and parents agree they are making progress in lessons	Y7/KS3 nurture group launched	Department assessment criteria ready for review	Predicted grades Y11 and post-16	Mock exams		
80% of students achieve minimum target grades	Pastoral circle time	Students to take part in their own EHCP write up		Training day – review of curriculum		
30% of students achieve aspirational target grades	Review AR provision	Bus training cycle begins		Second deep dives: themes from subjects		
	PHSE delivered by tutors planned.	First deep dives begin: subject areas				
	Tall ships/ NCS					
	Teaching staff PR: launch deep dives					
	Intervention sessions begin					

3.3 BEHAVIOUR AND ATTITUDES

Judgement: Good

The key objective is to improve the students' attitudes to learning and make behaviour and attitudes at least Good. The aim is that all students thrive and develop independence in learning in a fully inclusive, secure and welcoming environment. Staff seek to embed this ethos in all areas of school life. All students are expected to be self-motivated, self-regulating and supportive of each other.

The leadership team and staff have been developing a school ethos, over the last term, based on a culture of inclusion, where students take responsibility for their own learning and success. These values are underlined in assemblies and all stakeholder communications to share and strengthen the highest expectations.

Strong routines have been largely established by teachers so that more students are immediately prepared for learning, focused on tasks in lessons, following school policy, and engaged during the challenges provided in lessons.

A new Behaviour for Learning policy introduced this year (September 2019), which is based on a therapeutic behaviour model, is expected to have a significant impact on behaviour this year. The consistent application of the system is already reducing poor behaviour and low-level disruption in lessons.

The introduction of a new, broad and wide-reaching programme of rewards for excellent progress or high-quality attitudes to learning and home-based learning, are also raising students' levels of aspiration and responsibility for their own learning and growth. The school now has a calm and purposeful atmosphere where nearly all students are focussed, want to achieve, and are developing the routines and habits, that will make this a reality over time.

Current achievement data, student reports and feedback from observations, and visitor comments, all indicate that behaviour across the school is Good. Students are generally well behaved, positive about Marshfields School this year, and mix well across the age range and various groups.

Incidences of bullying are becoming rare and are dealt with increasing effectiveness with the re-writing of the anti-bullying policy and the closer monitoring of bullying, through the bullying survey introduced in September 2019. 88% of Year 8 and 9 parents said that if their child had a problem with bullying the parent would feel confident about approaching the school and 96% said their child felt safe and secure in school, with only 4% of families disagreeing.

The re-introduction of active on-call, including staff training and guidance, has effectively provided leadership support for colleagues with a minority of students whose behaviour is of concern, or to respond to hot-spots picked up from SIMS reports and teacher requests.

The majority of students understand why learning is important, are well equipped for school and settle quickly to tasks. These positive attitudes are evidenced by positive

average grades scored by students for both attitude to learning and behaviour for learning. These are included on their three formal reports per year. Already in some places, students themselves are becoming intolerant of disruption to learning, and peer group pressure supports adults in reducing disruption.

Behaviour data shows there has been an increase in the use of all sanctions in the last year, including internal isolation, as the school raises expectations and standards. The patterns of the application of the sanctions are that there are a greater number of all sanctions being applied during 2018/19 when compared to 2017/18; Year 10 and Year 8 receive significantly higher levels of sanctions than any other year groups. Sanctions for PP students currently stands 549 compared to non-PP which is 2648 across all the Consequence Ladder. A day's inclusion involved a total of 37 incidents involving 7 students, 1855 "one off" incidents and then 10 students who were responsible for 1242 separate incidents. These individuals have been closely monitored and given additional support.

Fixed-Term exclusions have increased overall, most significantly in Years 7 and 9. There have been no Permanent Exclusions, although one Year 7, one Year 8, one Year 9, one Year 10 and three Year 11 students now have alternative education pathways as part of their curriculum. These alternative pathways are carefully chosen and quality assured to ensure the intent, implementation and impact is right for the individual and any alternative setting is safe.

Strategies that are currently used to improve behaviour across the school and reduce the level of re-offending among a small group of students include: use of Active On-Call; a behaviour wall in the staff room; Inclusion Team tracking of behaviour through weekly reports; behaviour surgeries for individual students; parental meetings; use of Alternative Provision for specific students; support programmes put into place for individual students; reports used by tutors, Inclusion Team and SLT to inform decisions about suitable curriculum / intervention strategies. Some of the most troubled young people are showing signs of improvements with support from PSP, EHA, engagement with parents and mentoring.

This joined up approach relentlessly demonstrates to all that behaving well in school and engaging in learning is the best way forward.

A first day of absence expectation of a phone call from home is followed up promptly by a 'truancy call.' The electronic registration system in every lesson combined with a 'missing student' email alert when truancy is suspected help to ensure students are always accounted for.

There is very little graffiti or other vandalism. SLT, School Business Manager and Facilities Manager have worked with students to develop better arrangements, including social areas, to help provide a better experience during break and lunch time. This has also included the introduction of two lunch sittings and lunchtime clubs to promote positive engagement in unstructured time.

Any student misbehaviour in the community, especially on the journey between home and school, is actively challenged in liaison with neighbours and reports from the public.

The school works hard to engage parents and access extra support via the Local Authority. For example, the number of EHAs, with 18 currently open (September 2019), is high for a school of this size. In the class of 2018 (13%) of students were involved from an external agency as they left, mostly as a result of referrals completed by school. The class of 2019 is at 5%. Local Authority partners confirm the school's view that the school's work with hard to reach parents is a strength of the school.

The school is exploring more ways to engage with parents effectively. Strong systems, including new appointment software, are now in place to ensure high attendance at parent consultation evening. Parents evening attendance is now 56% or higher (compared to an average of 50% in 2017-18) and it is becoming increasingly rare for any parents / carers not to attend without very good reason. Those who do not attend are invited in on an individual basis at another time. Parents are encouraged to contact the school whenever they feel the need and not to wait for consultation or information events, so that matters can be addressed as early as possible.

The Student Services Team contact home when a student is issued with a serious "consequence", i.e.: 'catch-up' and upwards, in order to involve parents fully and for wider student welfare issues. A one-to-one parent approach is adopted by a pastoral team that is well-resourced. Meetings between parents / carers, tutors, Inclusion Team and Senior Leaders, even those that may begin from an initial point of conflict, are turned into positive relationships with careful engagement.

The Family Partnership Workers provide an essential third-party support, especially in some guidance situations where parents and carers want completely independent advice or access to wider services. Additionally, excellent parent training programmes and young people's advice workshops are offered as needed.

The school supports students from disadvantaged backgrounds so that they can take part in extra-curricular opportunities and trips to avoid finance being an obstacle to involvement.

Students volunteer in the wider community, for example, the Post-16 students are engaged in Grounds Maintenance at Burghley House.

Safety and mutual support are very strong. E-safety, sexting, child sexual exploitation and other personal safety themes are well covered within PSHE and assemblies. All students confirm they know where to go to seek support and advice. Links with external agencies are strong: ACE, school nurse service, social care, and CAMHS. The school liaises with statutory agencies as needed. Support for safety is both universal and targeted, e.g., the assembly rota and the Protective Behaviours programme. Students are briefed about specific areas of concern, e.g. internet safety and extremism.

Risk Assessments are carried out by staff as a matter of course in connection with curricular activities, educational visits and for alternative provision packages including targeted work experience. This is part of the school's protective ethos.

The elimination of bullying is at the heart of tutor support, assemblies and Student Support Team initiatives. Incidences of bullying are reducing in number and are analysed in terms of specific groups who have been affected. The number of bullying incidents over the last three years is reducing, but generally more minor issues are now being recorded. Evidence shows that Restorative Justice is particularly effective in addressing such cases.

Attendance for the whole school during half terms 1-6 (2018-19) was 94.1%, which was the same as the national mean for similar schools with similar proportions of MLD students. Attendance at 25th June 2019 (35 weeks) has remained virtually static at 94.1%. The proportion of students in PA to 25th June 2019 is an improvement at 16%, below the 2018 figure (20%), and below the national average and further below the national mean for special schools.

There is a constant drive to improve attendance and reduce PA. These include readdressing the way the school works with the Attendance Officer (AO); AO interviews with key specific students and parents; the Inclusion Team contacting parents through a variety of mediums including letters, phone calls and meetings; a weekly update for the SLT and tutors of late arrivals, students in or at risk of dropping into PA, and use of FPN warning letters and FPN.

Attendance of students on alternative provision is carefully monitored with regular meetings between the SENCo, the locality and SLT members. Action is taken when a concern is raised.

Recommendations

- Promote an outstanding ethos and culture strategically and consistently throughout the year in order to create a responsible and purposeful student body with highly effective learning habits / character through the use of a therapeutic approach;
- Consistently tackle any low-level disruption by improving the analysis of impact of low-level disruption across different groups including PP and gender, and eliminate disruption;
- Reduce the number of days students are in Inclusion and out of school due to external exclusions;
- Develop the anti-bullying work of this year to make sure that all students feel safe and secure, able therefore to learn well, with a thirst to achieve their best;
- Improve specific groups' attendance, including boys and disadvantaged students, and reduce all absence levels more rapidly, to be significantly above national averages;
- Extend the use of Restorative Justice, particularly with disadvantaged students to strengthen the SMSC strand within school and reduce repeat offences;
- Develop a culture of support, challenge and follow-up with any students who do not reach the highest expectations for attitudes to learning or behaviour through the introduction of a Therapeutic Behaviour Management System;
- Implement and develop further the rewards and consequences system to develop a culture of achievement and high aspiration;

- Re-launch the Active On-call system and provide feedback to and empower Subject Leaders to enable them to co-ordinate their team's response;
- Review and implement the anti-bullying policy and practice.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
96% attendance	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model
80% attendance at parents' evenings, 100% of parents contacted re progress	Therapeutic Behaviour Staff training delivered on inset day in September	Termly Reward Assemblies covering Attendance and Behaviour	Review Inclusion Team short term interventions	Devolved Therapeutic inset training at halfway point in the academic year	Review success of devolved KS3 group with KPIs around behaviour, engagement and outcomes.	Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.
90% of lessons are good or better for behaviour and attitudes	Introduction to parents	Review implementation of SIMs and report to Governors		Run Anti-Bullying survey		Plan and deliver KS3 Presentation Evening
90% of staff agree they are able to manage the behaviour of their classes	Introduction to students			Termly Reward Assemblies covering Attendance and Behaviour		Termly Reward Assemblies covering Attendance and Behaviour
80% of students agree their lessons are not interrupted by low level disruption	Run Anti-Bullying survey					
95% of students agree that they are safe in school. 95% of parents agree their child is safe.	Staff training on use of SIMs behaviour manager module					
	Re-design of working practices of Inclusion Team to compliment new model with short term interventions					

3.4 PERSONAL DEVELOPMENT

Judgement: Good

SEND Strategies and Interventions: A range of bespoke strategies and interventions are offered to support the needs of the students, as identified on their EHCP plans. Strategies are mainly small group interventions with some 1:1 sessions where appropriate. The purpose of the intervention strategies is to reduce the amount of time students are withdrawn from their normal curriculum studies, therefore, importance is placed on the clear curriculum links within each strategy. Small group sessions allow for focused planning and individual attention and support. Strategies assist the students to develop the academic, personal and social skills necessary to participate fully in their learning across the curriculum. The use of a Strategy Passport helps the students understand how these interventions link to identified EHCP targets, giving them the opportunity to reflect on their individual progress.

Life Skills: A comprehensive range of topics is through themed days and across the curriculum (particularly PSHE, computing and assemblies). These include:

- Anti-Bullying;
- Internet Safety Week;
- E-safety;
- Sexting;
- Child sexual exploitation;
- Radicalisation and extremism issues;
- Students are taught who to turn to in order to remain safe;
- Targeted work experience;
- Supported and independent work placements;
- Community work and volunteering;
- Marshfields on-site Café and St Johns Café (supported Work Experience Placement);
- Travel Training;
- Independent Life Skills, developed using the on-site bungalow;
- Weekly circle time in form time;
- Visits to banks (financial capability).
- Accelerated Reading book bag reading scheme.

Spiritual, Moral, Social & Cultural Development: Opportunities to enhance and enrich SMSC outcomes throughout the curriculum include:

- Core Beliefs Day;
- All staff promote and evidence in their everyday practice, life and social skills;
- Specialist teaching staff on site to teach and to support colleagues;
- High quality English and Humanities lesson;
- Excellent opportunities for extra-curricular activities;

- Students develop ability to reflect on their own beliefs and perspectives on life, respect for other peoples cultures, beliefs, feelings and values; moral development, understanding right from wrong;
- LGBT Awareness Training for staff, Rainbow Flag Award and Inclusive Curriculum Planning.

High quality pastoral support: This again is an integral part of the school culture It includes:

- A specialist Inclusion Team;
- Counselling (including bereavements)
- Skills in different contexts; assertiveness;
- Working and socialising with other students from same or different cultures;
- Overseeing the delivery of intervention strategies under the direction of the AHT;
- Active Key Worker and Parent Partnership roles;
- Effective links between home / school.
- Regular communication through frequent staff briefings and information sharing;
- Multi-agency links;
- Mentors / behavioural support (SEMH) roles for staff;
- CiC, LAC and PEP reviews;
- Educational Psychology referrals;
- Personal Support Plans (PSPs);
- Individual Student Risk Assessments.

Healthy Lifestyles - Developing students' understanding of how to maintain physical health, eat well and maintain a healthy and active lifestyle is a central theme across the school. This includes:

- In depth coverage in Food Technology and PE;
- Strong links with the school nurse service, social care, occupational therapy, SALT and CAMHS, bereavement counsellors;
- Swimming is part of the curriculum in Year 7;
- Students have access to college gym session;
- Relevant students have access to physiotherapy programmes;
- Healthy Schools Award monitoring;
- Subsidised lunches.

Enrichment and Celebrating Success: This is a crucial part of what the school does. It includes:

- Rewards assemblies;
- Themed house days;
- Harvest of Talents;
- Activity days;

- 'Kids Out' programme;
- A wide range of trips: sports events, Tall Ships, Sailability, Froglife, Inter-school football challenge, horse riding, NCS and Duke of Edinburgh Programmes, Hamerton Zoo, Hunstanton, Ferry Meadows, Wicksteed Park, Climbing Wall, National Trust Days, Children's University;
- There are also opportunities for students to develop their talents and interests through a rich set of experiences: extra-curricular activities, regular support during unstructured times.
- Special events figure large: Prom (Year 11 and Post-16); Presentation Evening; Christmas Fayre; ArtsMark Award; Easter Service; Cresset and other musical productions. Alternative Curriculum; Breakfast Club.

Mental Health and Wellbeing: This has two key elements: involvement in the Yellow Book Project, helping students to build confidence, resilience and knowledge so that they can keep themselves healthy and understand what makes them happy, and Quiet Quad, alternative support for selected students.

Sex & Relationship Education (mandatory at secondary level from September 2020)

The comprehensive programme centres on developing students' age appropriate understanding of healthy relationships through appropriate relationship and sex education, promotion of positive relationships and respect for others, and promoting good mental health and well-being.

Developments during 2018-19

- Development of Student Voice: Student Body, Council Representatives, House Captains, rebranding of uniform, house system;
- Full PSHE audit conducted to review existing curriculum delivery. Personal Development has been redesigned for 2019-20, moving from a double lesson per week to a carefully designed programme of PSHE to be delivered by form tutors; new SOWs for 2 x 20 minute weekly sessions. These sessions link closely to Preparing for Adulthood with the aim of ensuring our students are able to live independently and access the world of work.
- Lunchtime arrangements: two tier lunch sittings and a suite of lunchtime clubs have been introduced to promote positive engagement and help students to continue to develop both academic and social skills during extra-curricular activities.
- Year 6 Move Up Day and Transition Fortnight have been introduced with very positive impact.
- Purpose built Sensory Circuits room has been created, providing instant access to students who have heightened sensory needs.

Recommendations and Priorities for 2019-20

- Fully implement actions arising as a result of PSHE Audit across all Key Stages

- Establish a stable careers programme, addressing the needs of each student, linking curriculum learning to career development, personal guidance, experiences of the workplace and continued encounters with further education and training providers.
- Organise careers interviews / *curriculum vitae* for all Year 10, 11 and Post-16 students, to include mock interview and hot seating (in line with Gatsby Benchmarks). Facilitate contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers they are considering.
- Careers interviews with all students in Year 11 and above during term 1.
- PD curriculum to address issues around British values and democracy, equality of opportunity, diversity, mutual respect and tolerance, and financial capability / understanding of Universal Credit and how to access it.
- Greater emphasis on health and care, encourage access to health / annual health checks for all students.
- An increased focus on healthy lifestyle and how this can be targeted through sport.
- Further support readiness for the next phase of education, training or employment; ensure students are equipped to make transition successfully.
- Audit of SMSC to contribute to School Development Plan; matrix for SMSC opportunities included in SDP; short term targets to promote SMSC in work areas and teaching practice.
- CPD for tutors to improve confidence to deliver PSHE, Citizenship and Sex and Relationship Education.
- Plan assemblies to back fill as needed, to be delivered by SLT, Middle Leaders, House Teams and year group.
- Strengthen breadth of extra-curricular activities on offer and encourage student take up.
- Complete DfE consultation document on new draft statutory guidance for school transport <https://consult.education.gov.uk/home-to-school-transport-and-admissions-team/home-to-school-travel-and-transport-statutory-guid/>
- Introduce Forest School and new sport curriculum;
- Develop mandatory Sex and Relationship Education Curriculum in preparation for September 2020.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% of PSHE lessons seen in learning walks are deemed good or better	New staff induction/including tutor training for PSHE/Citizenship /Sex & Relationship Ed	Audit of SMSC/short term targets to promote SMSC in work areas and teaching practice	Organise careers interviews/hot seating Internet Safety Week (link assembly)	Organise college visits/taster sessions Organise links with local employers/past students/success stories	Conduct form time learning walks to quality assure new PD programme Organise Year 6 Transition	Conduct form time learning walks to quality assure new PD programme Audit/evaluate effectiveness of PD programme
90% of students and parents agree their child is well prepared for transition from Marshfields	Develop extra-curricular programme Plan assembly programme to cover relevant topics	Organise Core Beliefs Day Identify staff who may train for and deliver 'Forest School' curriculum	Conduct form time learning walks to quality assure new PD programme	Conduct form time learning walks to quality assure new PD programme	Choices and Curriculum Assembly Post 16 Induction Evening	Year 10/11/P16 CV's
90% of observed assemblies are						

<p>deemed good or better</p> <p>90% of students agree strategies support their individual need</p> <p>80% of students agree that lunchtime arrangements support their learning</p> <p>90% of students who start a Duke of Edinburgh award complete it successfully</p> <p>95% of students attend a trip or receive an in-school alternative experience</p>	<p>Implement actions arising from PSHE audit</p> <p>Introduce new sport curriculum</p> <p>Create bank of resources staff can access</p> <p>Conduct form time learning walks to quality assure new PD programme</p> <p>Firm up rolling strategy timetable</p> <p>Firm up lunchtime support and lunch club offer</p> <p>Organise college gym sessions (JMC)</p> <p>Renew links with Froglife and Sailability</p> <p>Student Voice Appoint House Captains</p> <p>Appoint Head Boy/Girl/Student Council Representatives from form groups</p> <p>Organise programme of 'themed house days'</p> <p>Complete Home/School consultation document</p> <p>Update website PD/PSHE/Wellbeing information</p> <p>Update Local Offer</p> <p>Medical updates CLe/LMa</p>	<p>Source 'Forest School' curriculum</p> <p>Anti-bullying week/Marshfields Heroes (link assembly)</p> <p>Conduct form time learning walks to quality assure new PD programme</p> <p>Year 10/11/P16 CV's</p> <p>Year 11/P16 Action Planning with CTh – these feed into EHCP Annual Reviews</p> <p>Organise D of E & NCS</p> <p>Christmas Fayre</p> <p>Year 11/P16 College Day</p> <p>Rewards Assembly</p> <p>Introduce alternative plans for form time/Accelerated Reader/ Strategy time</p>	<p>Year 10/11/P16 CVs</p> <p>Harvest Assembly</p> <p>Diversity Assembly</p> <p>Black History Month</p> <p>Rainbow Flag update/training</p> <p>International Women's Day Assembly</p> <p>Initial plans for Sex & Relationship Education (mandatory from Sept 2020)</p>	<p>Healthy Eating Week (link Assembly)</p> <p>Choices and Curriculum Assembly</p> <p>Rewards Assembly</p> <p>Develop SOW for Sex & Relationship Education (mandatory Sept 2020)</p>	<p>Year 11/P16 Prom</p> <p>Presentation Evening</p> <p>Activity Days</p> <p>Sports Day</p> <p>Year 10 College Day</p> <p>Governors Open Day</p> <p>Rewards Assembly</p>
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10. ONE YEAR PRIORITIES

One year priorities arise from a single point of focus for an academic year. In 2019-20 there are two one-year strands: Recruitment and Retention and Personal, Social, Health Education (PSHE).

4.1 RECRUITMENT AND RETENTION

A key success for leadership and management at Marshfields School has been the reduction of the days lost to staff absence. The figure stood at just over 500 days in a 12-month period from February 2018-February 2019. Attendance is now improving rapidly with the support of a new Attendance Policy and processes.

However, the cohort at Marshfields is changing and the re-designation will lead to greater complexity of needs. Students in current KS3 rarely have just one diagnosis or need, and therefore with each staff change we should review the staffing model and ensure that any new appointments are both high quality and suitable for the future of the school. For example, following the resignation of the Personal Development teacher in 2019 the decision was made that the leadership team would not recruit like-for-like. Therefore, a sport appointment will be made to grow the PE offer across the key stages. This will ensure that the KS3 devolved group are active and PSHE will be delivered by the form tutors who know them best.

In addition, support staff contracts are varied and need to be reviewed for benchmarking and consistency. This will require consultation and complete review of job descriptions. A small restructure of support and teaching staff will also secure best value.

This strand will therefore address on-going recruitment in the light of the re-designation, and ensure that new staff are well supported in their first year.

2019-20	T1	T2	T3	T4	T5	T6
Fully staffed for 2020-21	Plan new staff induction	Probation pt1 / NQT assessment pt1	First draft of options informs staffing model	Probation pt2 / NQT assessment pt2	Support staff recruitment	Probation pt2 / NQT assessment pt2
Curriculum reviewed to ensure suitability for more complex cohorts	New staff induction delivered	Re-designation consultation with staff	Recruitment plan and teacher adverts			
Y9 options lead to good or better student outcomes in Y11	Launch new brand including website refresh	Review KS3 devolved group against behaviour tracker and assessment	Curriculum costing to reflect falling roll in Y7			
Support staff	SLT break-down of support staff contract needs	Launch support staff contracts and JD consultation	New support staff contract and JDs in place in time for performance review			
	EPM to support with contract					

contracts lead to good or better outcomes for students	changes and restructure	Support staff structure in place				
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4.2 Personal Social and Health Education

PSHE was delivered as Personal Development until July 2019. In this period Key Stage 3 students learned about health and well-being and Key Stage 4 students followed the BTEC PD qualification route. Following the resignation of the PD teacher it was decided that high quality PSHE would be best placed with forms tutors who can ensure that students are supported as they learn about subjects that may challenge them as disabled young people.

In order to ensure that all aspects of the PSHE curriculum are provided, a detailed audit of the provision across the school has been carried out. From this an overview has been created to ensure all students receive specific teaching at times most relevant to their educational and personal lives. These should include more challenging content such as Kayleigh's Love Story and the details of the Equalities Act 2010 which will stand them in good stead in requesting reasonable adjustments for their disabilities. A carefully planned programme of assemblies has also been devised which will ensure any gaps in the offer are filled. To support with this, Key Stage 3 and Key Stage 4/5 now have separate assemblies to ensure they can be pitched appropriately.

However, for this to embed, staff will need to be supported in planning and delivering PSHE to their tutor groups. Visiting speakers should be used to support the delivery and careful adjustments will be required to ensure that students who require support with emotive subjects have access to people they know well.

2019-20	T1	T2	T3	T4	T5	T6
<p>Deep dive of PSHE ensures that the quality of education in this area is 90% good or better</p> <p>90% of assemblies are deemed good or better</p> <p>90% of students agree that they make progress in PSHE</p>	<p>RAG audit completed</p> <p>Plan of 5 years completed and shared</p> <p>Assemblies divided into KS3 and KS4/5</p> <p>Y11 students complete BTEC PD qualification</p> <p>Y11 and above have careers interviews with</p>	<p>First unit delivered in tutor time</p> <p>KS3 Sex and relationships</p> <p>KS4 Alcohol and Drugs</p> <p>Introduce notebooks for recording key concepts</p>	<p>KS3 health and well-being, keeping safe</p> <p>KS4 Sex and Relationship: roles within relationships. Sexual health and knowing rights.</p>	<p>KS3 personal health and hygiene</p> <p>KS4 living in wider world Economics and Careers (p16 speakers, work experience)</p>	<p>KS3 Managing risks to health Where do young people become vulnerable – what to look out for – who to tell and talk to</p> <p>KS4 health and well-being – emotional health</p> <p>Effects of media on lifestyle choices – decision</p>	<p>KS3 how to behave in emergency and high-risk situations – anxiety – who to talk to (personal organisation)</p> <p>KS4 parenting – roles and responsibilities</p>

	the senior team				making about what you buy into	
	Write and launch of T2 topics to tutors					
	Assembly programme devised					

11. THREE YEAR PRIORITIES

Three year priorities were considered strategically in 2018-19.

11.1 Curriculum

The school's key aim is to offer a broad and balanced curriculum which is supported by a wide and varied range of additional opportunities, all carefully planned to meet the needs of the 170 complex learning difficulties students at the school. In light of rapidly changing cohorts with increasing levels of SEMH needs and the plans for the hub and re-designation, curriculum is a critical area for the senior team.

Schemes of work in Year 7 have been reviewed to introduce a thematic approach. Target grades have brought clarity to students and staff about realistic outcomes by the end of KS4. Strategies – the 30-min per day intervention sessions designed to cover EHCP programme requirements – are core part of our offer, as is the Accelerated Reader programme.

This 3-year improvement plan allows an appropriately staggered approach to curriculum review while ensuring that the School does not rest on its laurels:

2018-19	2019-20	2020-21
Review quality of curriculum	Hub outreach begins	Accept first Y5 and 6 cohort of students
Recruitment and retention to support outcomes of curriculum review – additional science and sport positions created following resignations	Thematic approach to Y7 delivery reviewed at end T3 and T5, 6 SOW reviewed accordingly	Accept first cohort of LD students
Create devolved KS3 group of students at risk of PEX or CMN	Review AR engagement. Love of Reading sessions introduced	Review K2 curriculum
Set target grades. Review line management system to ensure these are realistic and achievable	PD removed from curriculum, full PSHE audit conducted, new SOW for x2 20 min weekly sessions delivered by tutors in place	Introduce second devolved KS3 group – transition in successfully and carefully
Review Y10 options to provide an extra subject	Careers interviews for all Y10, 11 and Post-16 students	Promote Marshfields KS5 offer to local area special schools
PSHE audit	Review off-site and alternative provision	Papers written by members of the senior team: impact of strategies; devolved KS3 group

<p>Work with Local Authority to understand how falling roll will be addressed</p> <p>Secure hub status, funding and staff accordingly</p> <p>Source an MIS system that will significantly reduce staff workload across the School</p>	<p>Intervention sessions in place for Y11 GCSE qualifications</p> <p>Assessment processes reviewed with introduction of SIMs</p> <p>Plan KS2 curriculum</p> <p>Introduce forest school and new sport curriculum</p> <p>Review success of devolved KS3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.</p>	
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11.2 Primary Hub

In early 2019, following discussion with the LA regarding the sustainability of Marshfields given the falling roll, the lack of primary provision for students with MLD in Peterborough was identified. This is an area that Marshfields previously offered, taking students from Year 5 up. Given the staffing model at the school currently, which includes several primary trained staff, establishing a Primary Hub at Marshfields is a logical step for the school and for the authority who have a clear gap in need.

2018-19 therefore included discussions and planning with a consultant about the type of hub provision to be offered. The senior team and wider staff now understand how the first two years of the hub will develop. This is a crucial aspect of development at the school, given the funding delegated for the offer, and the local need.

2018-19	2019-20	2020-21
<p>Clarify intent between Marshfields school and LA. Namey establishing the Hub's two roles:</p> <ul style="list-style-type: none"> Centre of good practice Offer inclusive educational provision for EHCP students <p>Make explicit to Marshfields staff their role as a member of the Hub school.</p> <p>Establish resources Audit CPD needs/ provide training</p>	<p>Reflect upon our firstly placed students in the hub.</p> <p>Network with primary schools re successful transition for yr 6 to mainstream secondary- play a part in facilitating this transition.</p> <p>Offer training/ guidance to individual/ groups of staff in mainstream.</p> <p>From Easter 2020 be ready for offering our services to Peterborough community under direction of LA.</p> <p>Promote inclusion for all EHCP students/ those presenting with</p>	<p>Have a structured diary of training offers- invite to all Peterborough Schools.</p> <p>Work with established Hubs- especially where overlap of services is beneficial.</p> <p>A rolling programme established (as local need dictates) to best serve the moderate learners in the city. Providing a bespoke plan to support identified students in KS2 in their primary setting and establishing the transition required for each child to ensure their needs are both understood and planned to be met once moving.</p>

	<p>Moderate SEN behaviours. Think about 'dialogue' support', physical resources, staffing, involving parent/ carers.</p> <p>Gain feedback and reflect on our Hub practice. Make informed changes to better meet needs of young people in our care.</p>	<p>Establish an ethos of teacher empowerment and student reassurance.</p> <p>Gain feedback and reflect on our Hub practice. Make informed changes to better meet needs of young people in our care.</p>
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11.3 Refurb and new build

In 2013 the school was informed of a capital build programme that would increase capacity for high needs places across the City of Peterborough. Initially awarded £3.5million, after careful consultation a plan for a new sports hall and additional classrooms plus a significant refurb was planned by an architect commissioned by the LA. Plans have changed to replace the sports hall plan with a suite of three multi-use classrooms which can be opened up through well designed partition walls.

2018-19	2019-20	2020-2021
<p>Meet with build team to prioritise objectives in light of reduced budget</p> <p>Increase budget allocation to capital to ensure refurb can be carried out from central budget</p> <p>Alter lunchtime arrangements to prepare for impact of the build on the site</p> <p>Update staff and students regularly to manage well-being and concern about change</p> <p>Support with consultation process and planning applications for adjusted build</p> <p>SBM to identify H&S grants which could be used to address on-going problematic areas such as staff toilets</p> <p>Address safeguarding risk of unknown visitors accessing site through the playground. Move reception to Room 4 and create access controlled holding area for visitors</p> <p>Move staff room to allow for a sensory room, meeting the needs of a number of students and impacting on behaviour across the school as key</p>	<p>New build breaks ground. Press release opportunity with new uniform</p> <p>Staff carpark moved. Site risk assessments and safeguarding procedures reviewed and action taken to address any areas of concern</p> <p>New room number structure across school in readiness</p> <p>Create 3-year school refurb plan for all areas not covered by the budget</p> <p>Build refurb into life skills offer to students, volunteering for DofE and work experience opportunities</p> <p>Any budget underspend allocated to new fixtures, fittings and IT</p>	<p>New build opening event – secure VIP</p> <p>Review growth of primary to allocate the new rooms appropriately</p> <p>Introduce indoor sport in lunchtime activities and secure a wet-play indoor sports programme</p> <p>Refurb current hall to build capacity</p> <p>Purchase fixtures and fittings – Crowdfund opportunity for a small amount of gym equipment</p>

students have access to a place where they can learn to regulate		
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11.4 Re-designation

The current designation of Marshfields Special School is Moderate Learning Difficulties for students aged 10-19 years of age. The Local Authority has a robust inclusion agenda which means that local mainstream secondary schools are expected to meet the needs of students with ECHPs as far as possible. This has impacted on the roll at Marshfields, which is showing a steady decline in numbers. However, because the more able of the traditional Marshfields intake are now educated in mainstream, those students who are admitted are significantly more complex than in previous years.

There is also a shortage of high needs school places across the city. Therefore, in discussion with the LA early in January 2019, the need to re-designate was discussed. In February 2020 the school is likely begin a consultation to change its designation to Learning Difficulties for Students aged 7-19. This will fill a gap in primary provision in the city, and allows the school to accept a wider range of need.

The decision to re-designate has been shared with staff and governors. The primary provision will exist alongside the hub placements. Hub placements will be short term with a view to the students returning to mainstream (please see below).

2018-19	2019-20	2020-21
Meet LA re falling roll	T1 – plan consultation process with LA consultant	Open to first cohort of formal primary places
Explore range of possible designations for special schools	February – begin full consultation: local area special schools, parents, students, staff, LA	Begin admitted more complex needs
Staff skills audit for greater complexity and primary offer	April – close consultation. Publish outcome	
Initial consultation with staff and governors	Staff training – primary schemes of work and resources	
Head to attend panel to understand the local SEND needs	Prospectus x2 – primary and secondary phase provision	
Head to attend meetings to set admissions guidance for secondary and Post-16 provision	Staffing restructure to allow primary class(es) to be timetabled	
Rebrand to allow for distinction between primary and secondary	Launch new brand	

5.7 Therapeutic Behaviour

For a student to be successful in any school or organisation it is vital that their behaviour conforms to the expectations of that organisation. We also want all our students to be good citizens within society. It is this philosophy that lies at the heart of Marshfields behaviour management.

If the school is to achieve these aims, everyone in the school community must be encouraged to work together positively to achieve them. Colleagues are committed to developing a positive climate which places learning as the number one priority and realises that good behaviour must be both taught and modelled. A strong ethos of achievement and good behaviour comes from everyone working together within a clear framework.

2018-19	2019-20	2020-21
<p>Introduce Therapeutic Behaviour Model to staff</p> <p>Re-write Behaviour for Learning Policy to reflect the above aims</p> <p>Overhaul Rewards and Consequences process for the whole school</p> <p>Introduce Therapeutic Behaviour Model to Governors Therapeutic Behaviour integral part of new SIMs system</p>	<p>Staff training delivered on inset day in September</p> <p>Devolved inset training at halfway point in the academic year</p> <p>Introduction to parents</p> <p>Introduction to students</p> <p>Review success of devolved KS3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.</p> <p>Staff training on use of SIMs behaviour manager module</p> <p>Re-design of working practices of Inclusion Team to compliment new model with short term interventions</p>	<p>Staff training delivered as refresher on inset day in September</p> <p>Papers written by members of the senior team: impact of Therapeutic Behaviour; devolved KS3 group</p> <p>Impact of Inclusion Team analysed, and papers written by senior team for national publication</p>

12. GOVERNORS' ACTION PLAN

Governors work closely with the senior team on the strategic development of the school. Their action plan is monitored in meetings and aspects delegated to the relevant committees. The Chair of Governors completed the planning below following careful analysis of the School Development Plan.

GOVERNOR ACTION PLAN 2019-20		
AIM 1: Ensuring clarity of vision, ethos and strategic direction		
Objective	Action	Success criteria
Ensure that the priorities in the School Improvement Plan support the vision and ethos of the school	Review the vision for the school and ensure that it is embed into the life of the school	Objectives in the improvement plan have directly furthered the educational objectives of the school

Ensure that governors are fully aware of the school development plan	Communicate with parents and the community through regular newsletters and the website	Activities have been carried out in accordance with policies and regulations
Ensure that governors focus on the strategic direction of the school	Carry out an annual skills audit	Governors have evaluated their skills and experience and acted to fill any identified gaps so that the organisation is well run and efficient
Ensure that the vision and ethos of the school are well communicated	Attend high quality and appropriate governor training	
Ensure that governors are well trained and their skills developed	Carry out annual self-evaluation / appraisal and set targets to improve governance	The quality of any professional advice sought has been good and followed accordingly
Ensure that governors are familiar with the governors handbook	Maintain membership of and have due regard to the National Governor Association Handbook and guidance	Governors have exercised independent judgement and remained responsible for any tasks delegated to others
	Ensure that tasks, policies and procedures are carried out and approved as agreed	Governors have exercised reasonable care, skill and diligence and ensured that they are well-informed about the school's affairs
	Attend meetings regularly and read all recommended literature, minutes or other documents	
	Carry out monitoring and other similar visits to the school to ensure statutory compliance and SIP progress	

Aim 2: Hold the head teacher to account for the educational performance of the school and its pupils

Objective	Action	Success criteria
Ensure that appraisal is carried out effectively	Agree an external consultant and a trained governor team to carry out HT appraisal	Governors have acted as a critical friend of the head teacher by providing support, advice and challenge
Ensure that governors have the skills to understand and scrutinise quality assurance information and data	Attend high quality and appropriate governor training	Governors have work with the school to plan improvements and develop policies and keep these under review
Ensure that the school has a high quality improvement plan with targets	Carry out an annual skills audit	
Ensure that policies and procedures are followed	Carry out annual self-evaluation and set targets to improve governance	In partnership with the head teacher and staff, governors have exercised their responsibilities and powers appropriately
Ensure that the work of the school is well communicated	Attend meetings regularly and read all recommended minutes or other documents	Governors have challenged and monitored the performance of the school
Governors focus their monitoring in order to support the work of the head teacher / school	Carry out monitoring and other similar visits to the school to ensure statutory compliance and SIP progress	Senior staff have been supported in the management of staff
	Check that the SIP targets are based on reliable data and school self-evaluation	

	<p>Ensure that tasks, policies and procedures are carried out and approved as agreed</p> <p>Communicate with parents and the community through regular newsletters and the website</p> <p>Celebrate, praise and reward achievement</p>	<p>Governors have set high standards by planning for the future and setting targets for improvement</p> <p>Governors have helped the school to respond to the needs of pupils, parents and the community</p>
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AIM 3: Oversee the financial performance of the school and ensure that its money is well spent

Objective	Action	Success criteria
<p>Ensure that governors have the skills and knowledge required to support the head teacher in setting and monitoring the school budget</p> <p>Ensure that governors are aware of their role in respect of: value for money, compliance and risk management</p> <p>Ensure that money is spent to further the educational objectives of the school and in line with the school improvement plan</p> <p>Ensure that governors are aware of the relevant financial procedures that schools must follow</p> <p>Governors work with the head teacher to apply the Pay Policy effectively</p>	<p>Attend high quality and appropriate governor training</p> <p>Carry out an annual skills audit</p> <p>Carry out annual self-evaluation and set targets to improve governance</p> <p>Have due regard to the school's finance and finance related policies</p> <p>Plan the budget annually and link expenditure to the SIP</p> <p>Have and review a three-year budget projection</p> <p>Carry out best value benchmarking of the school budget</p> <p>Regularly review and discuss school risk factors</p> <p>Receive regular financial reports</p> <p>Remunerate good performance appropriately</p>	<p>Public funds have been managed with prudence and care and with a focus on the advancement of the education of the pupils</p> <p>Spending has complied with regulations</p> <p>Activities have not put the reputation or assets of the organisation at risk</p> <p>Governors are familiar with financial procedures and policies</p> <p>Governors have acted within the scope of their authority</p> <p>Governors have avoided conflicts of interest</p> <p>Staff retention and succession planning is strong</p>