PROUD of the Hatton Way; Learning, Growing and Achieving Together

OVERVIEW OF SCHOOL DEVELOPMENT AND IMPROVEMENT PLAN

2018 - 2020

	Evaluation and what went well and the impact of improvement planning 2016 - 2018	Development aims and plans	Planned Impact	Lead	GB Lead Committee
Leadership And Management	Leadership and Management is outstanding because leaders have high expectations and offer staff challenge and support to ensure school improvement. Investment in new SMT/SST through CPD & coaching has ensured cohesive consistent approach and high impact for continued improvement across the school. Governance continues to be strong, vacancies have been filed & FGB completed a self-audit and new committee structure agreed - start Sept 18 with new TOR. A clear vision & expectations to support raising standards is embedded; PROUD incorporated into our vision statement – Professional, Respectful, Organised, Understanding and Dedicated Staff code of conduct introduced – all leaders set high examples of outstanding professional behaviour, and when staff member falls below this, it is addressed. Robust and highly effective Safeguarding processes embedded. Robust Health and Safety practices embedded at all levels across the school. New policy management system ensures compliance - clear delegation by Governors to the school for sign off of certain policies. Attendance now above national average for special schools for last 2 years and lower PAs than national average. Curriculum development and assessment reviews - responsive to the changing needs of pupils. Development of multiple robust systems, processes and pathways to support school operations e.g. safer recruitment and process and investigation, staff sickness absence and disciplinary process etc Improved tracking of PP spending and outcomes.	1. Work with the LA to improve and enhance the school environment to meet the changing needs of the school and promote well-being 2. Develop and embed 'minischool' model 3. Review how change and information systems within the school are managed 4. Re - configure and embed a new committee structure for the Governing Body 5. Develop and extend systems and practice to support staff wellbeing	1. Meet increasing complexity of need whilst also enhancing the environment for staff. 2. Clearer lines of responsibility / accountability. Effective distributed leadership and management that drives and supports school improvement. 3. More effective systems for sharing, consulting, communicating and collaborating. 4. Increased depth of knowledge about all aspects of the school by Governing Body leading to greater challenge and effective support. 5. Positive staff wellbeing and work life balance is promoted and supported.	AW AW AW & SMT AW AW	Full Governing Body Tbc Tbc Chair of Governors Tbc

	Calm room' data monitored by Governors. (see PDB&W section for more detail) Parent Surveys indicate very high level of parental satisfaction and any issues raised addressed. Team Leader post for satellites has ensured greater consistency in quality of provision across the two sites and improved communication and consistency between the main school and satellites. Positive peer reviews- 2016/17 focussing on assessment and vision & 2017/18 focussing on pupil premium and governance. Learning Walks and increased visibility of SMT – 'management by walking around' approach to support improving standards. Annual CPD matrix ensures staff CPD needs identified and addressed. Staff wellbeing is important to senior leaders. Education Support Partnership - Positive Workplace Survey Autumn 2017 + follow up programme of sessions with staff to ensure a positive, supportive and effective school culture – impact will be measured in second survey autumn 2018 Introduction of 'Kit Kat Awards' for all staff to nominate colleagues for recognition and exemplifying the Hatton Way; Learning, Growing, Achieving Together. Best practice is ensured in all areas of the school's work through extensive partnerships / links / research activity through various channels and use of consultants to audit.			

Quality of Teaching learning and Assessment	Quality of Teaching, Learning and Assessment is outstanding and rigorously monitored and supported by explicit high expectations, a focus on individual pupils, their needs and progress. Consistency in classroom practice improved through 'Hatton Givens'– training packages to support 'givens' developed. Monitored through Learning walks –even greater consistencies can be made in use of structure & teaching strategies. 2 senior staff have now had full TEACCH training to support next steps.	1. Embed Develop a more consistent use of structure and structured teaching strategies in all classrooms	1. Meet increasing complexity of need and promoting children's progress, wellbeing and self-regulation.	MM / KF	Tbc
	Regular & relentless evaluation of teaching both formally and informally reveals that vast majority of lessons remain good, outstanding or good with outstanding elements – leading to signposting of good practice, further monitoring, training / support. Where teaching falls below expectations package of training/ support /coaching/ mentoring to ensure expectations met & pupils make outstanding progress.	2. Extend and formalise peer review and support	2. Effective and creative ways for staff to share ideas and develop confidence to sustain at least good and outstanding teaching.	MM & TLs	Tbc
	AHT role to lead on assessment last year brought consistency – personalised targets & introduction of termly progress meetings with teachers to hold them to account for progress led to a higher % of children meeting their personalised targets by summer 2018 than in 2017. IRIS system used effectively by some staff, but needs further development & embedding to support collaboration and discussion about pedagogy and improving the quality of Teaching and Learning. 'Sharing Good Practice' sessions ensures teachers sharing and implementing best practice. 'Working alongside' has been developed to good effect improving teaching and outcomes but needs further embedding across the school. Curriculum leaders with AHT have developed a bespoke assessment package to be rolled out and piloted this year to meet the complex needs of our pupils and will assess progress and generalisation of skills.	3. Introduce and refine a range of assessments in line with government curriculum reforms	3. Bespoke consistent and co-ordinated / integrated assessment package.	BC	Tbc

Personal Development, Behaviour and Welfare	Personal Development, Behaviour and Welfare is outstanding because children attend school regularly, are encouraged to develop independence and self-regulation through consistent and high quality child centred teaching learning and multi- agency support , collaboration with families. In addition H&S and Safeguarding systems are robust. PDB&W is linked to the curriculum - generally when it is personalised, clear & accessible and motivating, pupils' behaviour is calm, happy & productive. A consistent school wide approach using the 5P framework supports consistency in provision to enable a child to access the curriculum & analysis of behaviour / responses and focuses on adults actions to de- escalate and support and teach new skills. Calm room use – completely reviewed and changed. One room closed as unsuitable. Calm Room Policy introduced with clearer guidance and robust tracking of usage which is analysed and shared with governors – Impact of new procedures was a significant decrease in its use overall and when it is used – now the majority of usage is when a child chooses to access the room. Ongoing 5P training supports new staff in behaviour management systems used at Hatton – will be ongoing this year. Integris used for recording & analysis not working as effectively as we would like – need to explore better options. 5P workshops of parents to be offered. Some children with Mental Health needs and complex issues need additional short term bridging programme when being is a classroom is not an option. Ongoing excellent working with outside agencies remains a key factor in supporting children's personal and social development. Two year focus on 'Communication Across the Day' in SDIPs and appraisal targets has increased communication opportunities for children - seen in observations and informally / learning walks. Will be further embedded this year to maintain and move forward on the improvement. RRSA relaunched Sept 2017 – re-established consolidated and ready to progress to next level.	1. Develop a range of information and support that recognises the diversity of the school and service population 2. Extend and develop UNICEF Rights Respecting programme and work towards achieving RRSA Silver. 3. Further embed, refine and develop systems and framework for supporting and managing behaviour across the school 4. Develop effective additional provision for children struggling to manage within the classroom setting	1. Further improving the range of training and support to our community. Increased engagement and generalisation of strategies and skills from school to home. 2. To consolidate and extend current developments and further embed the ethos of rights respecting schools in a real sense for children, parents and staff. 3. Children's behaviour is effectively and consistently supported, electronically recorded and analysed. 4. Short term provision and intervention to bridge the child's ability to self – regulate and learn from outside the classroom to inside the classroom.	BC / MM / KR / HF VRL / KMcG SS / KF KF	Tbc Claudia D Tbc Tbc

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Health and Safety committee established – improved fire evacuation process introduced linked to inventory. Invacuation and lock down procedure developed.

New robust First Aid and medication systems embedded with a greater proportion of staff emergency first aid trained plus more 'First Aid at Work' qualified staff and paediatric first aiders.

New system for reporting accident and incidents make analysis easier so actions can be taken if necessary. Most recorded accidents are very minor.

Greater information for parents about online safety and bullying provided after it was highlighted in parent questionnaire.

Parent workshops – increasing take up over past year and very positive feedback.

Development of mainstream links to more groups enables more children to benefit from these opportunities to learn new skills in a different environment.

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Outcomes for Pupils	Children's Outcomes are outstanding because the curriculum is personalised to their needs, teaching is high quality and progress is rigorously assessed and monitored Benchmarking & moderation activities with other special schools introduced and confirm that our pupil progress is outstanding. AHT led on assessment – personalised targets & introduction of termly progress meetings with teachers to hold them to account for progress = higher % of children meeting their personalised targets by summer 2018 than in 2017. Performance of different groups of children shows no identifiable gaps - the children's SEND and family circumstances such as housing are their barriers to learning. ASDAN training completed last year and so ready to introduce accredited learning for KS2 pupils for Personal, Social and Health Education and Sex and Relationships Education. Well planned secondary transition plans ensure pupils transition well and reports indicate they all settle well and are ready and equipped for the next stage of education. Ongoing monitoring of the curriculum and its effectiveness and appropriateness to continue by SMT and Curriculum Leaders.	1. Develop and embed ASDAN programmes of study for UKS2 2. Further Develop multi – sensory curriculum experience opportunities 3. Further embed 'Communication across the day' 4. Further develop the curriculum to suit the needs of all children and taking into account national changes and expectations	1. Older children's learning in PSHE and SRE is accredited through a portfolio of activities and work. 2. Enhanced learning opportunities for all children. 3. Children's skills and progress in communication are effectively promoted, facilitated and generalised across the school day and beyond the classroom. 4. The refined curriculum is integrated within the Hatton approach to personalised learning.	SS MM / BC BC / MM BC	tbc tbc tbc tbc

| EYFS | EYFS at Hatton is Outstanding because the quality of teaching is almost always outstanding and progress is clearly evidenced through observations, photos, work folders, measured progress towards early learning goals, reports and parental comments.

Hatton achieved the full EYFS Quilt award.

The environment offers inside and outdoors learning free flow is not appropriate to the children's individual needs so is adapted to keep children safe whilst promoting choice, safety and independence.

Baselines indicate more complex needs and lower baselines over time – but the teacher and support staff are rigorous teaching and supporting children to be ready to learn, and then developing their skills and communication. | To develop a specific Early Years strand to Hatton Staff induction for new EYFS staff

To evaluate and refine planning procedures that are in place, in line with national and local guidance | All staff have an appropriate induction for their role within the wider school and specifically for the EYFS to ensure best outcomes for pupils.

Effective long term planning shows how the setting implements the EYFS framework | SS/ MM/ MQ

MQ | Tbc

Tbc |