

## **CENTRE DEVELOPMENT PLAN (CDP) – January 2017 – July 2018**

### **MIDPOINT CENTRE**

This development plan is supplemented by additional plans and finance forecasts covering the same period of time. Priorities have been identified according to the vision for the PRUs, data on pupil performance, the attainment of identified groups, attendance, SEF review and the most recent Ofsted framework. The current vision for the PRUs involves developing:

Key Stage 2 provision as part of the Braybrook Centre

An Inclusion Centre as part of Midpoint Centre



A CPD Suite as part of Orchard/Nightingale Centre.

Monitoring and evaluation will take place in line with the Annual Cycle of Review included as Appendix A. This will involve senior leaders, all other PRU staff, LA School Improvement Officers, external advisors and members of the Management Board who now have identified roles. These partners will ensure a robust and impartial review is carried out supported by documentation provided by the Centres.

Evaluation will be carried out through review of the CDP which will be rag rated half yearly. This will then be reported to Managers via the Executive Headteacher's Report to the Management Board. The SEF will also continue to be reviewed by Managers on at least an annual basis. Individual members of the Management Board will take responsibility for monitoring their relevant aspects of both the CDP and SEF and report back to Management Board. Departmental Development Plans will mirror and support this plan and it will also inform decisions regarding Continuing Professional Development opportunities and finance.

Midpoint Centre has undergone a number of changes to the provision and continues to provide an innovative and self-evaluating response to dealing with some of the most challenging students within the City. There is currently a very strong relationship with the Local Authority and referrals have been received from SENSTART to provide long term, full time, high quality educational experiences for students with an EHCP who have failed at other providers leading to permanent exclusion. This is a new facet to the work of the Centre and has led to staffing and curriculum changes in order to support this identified group of students.

Midpoint is also providing short term placements for those students who are given a lengthy exclusion from school. This is to ensure students have a full time provision from day 6 and assists schools in delivering their legal obligation. As the students are not placed at Midpoint on a long term basis this is more difficult to show progress but the introduction of Doodle assessment tool should help with this. Many of the Wolverhampton schools are using this system and that ensures the transfer of information is quick and effective.

The core business of Midpoint goes on with the aim of delivering a full time educational package, with excellent facilities, in order to improve life chances. The complexity of the needs students bring continues to be a challenge but through the work of the CPD Suite we aim to ensure our workforce development programme equips staff to be better prepared for the challenge.

## MIDPOINT CENTRE

### Priorities:

**(1) To secure outstanding teaching by increasing the proportion of outstanding lessons with an aspiration that 100% of lessons are consistently good or outstanding. To secure this with the amount of outstanding teaching increasing by 10% per year. This will be achieved by:**

1.1	ensuring the consistency of assessment procedures through implementation of Doodle assessment tool and a common Assessment Policy
1.2	developing the rigorous use and analysis of all assessment data in order to set and plan work that is challenging and engaging
1.3	setting targets that are aspirational and demand determined and ambitious teaching in order to achieve them
1.4	developing the use of observation involving PRUs, mainstream and special school settings and using this to develop good practice across the PRUs
1.5	defining, developing and improving the role of Management Board with regard to the monitoring of the quality of teaching
1.6	providing INSET opportunities and cross PRU working to improve the teaching from good to outstanding including developing the use and effectiveness of questioning, extending writing opportunities and maximising the benefit of additional adult support
1.7	further developing the bespoke offer regarding workforce development linked to CPD and CDP priorities
1.8	significantly increasing the amount of active learning and reducing teacher talk
1.9	further developing the teaching of writing skills so that all pupils become confident and sustained writers
1.10	enhancing the clarity and usefulness of learning objectives so that progress within a lesson is measureable
1.11	further review marking so that pupils are informed about next steps and know exactly what to do in order to achieve

**(2) Further improve the attendance and engagement of students by:**

2.1	reducing the number of PA students across the PRU network by rigorous intervention and support
2.2	enhancing relationships with all support agencies to ensure effective and productive networks are established
2.3	increasing the use of external support and ensuring it supports the students and families effectively
2.4	reducing the reliance on exclusion and widening the range of strategies used to reduce incidents of poor behaviour
2.5	recording and analysing data to enhance and inform interventions and make full use of provision mapping systems
2.6	ensuring all staff are trained in de-escalation and restraint techniques, (Team Teach)
2.7	ensuring all staff keep Safeguarding training at the forefront of their interactions and follow policy and procedure as required
2.8	refine systems and provide support to ensure less students fail to achieve exam success through non-attendance at examinations

**(3) To enhance achievement and develop an innovative and exciting curriculum offer by:**

3.1	auditing staff skills and ensuring a 'best fit' of staff to achieve an outstanding provision
3.2	identifying gaps in skills and ensuring high quality workforce development is in place to address this
3.3	develop and embed the curriculum offer which best prepares pupils for next steps and review the offer regularly to ensure it meets the needs of the pupils so they are able to have the best exam success, with meaningful accreditation

**Rationale:**

All three PRUs are judged as good. The key issues for all three Centres are:

**Midpoint (June 2013)**

Improve the quality of teaching from good to outstanding in all subjects by ensuring that:

- all teachers make effective use of what pupils already know and can do to plan work at the correct level of challenge to move them on more rapidly with new learning
- teachers pay careful attention to the specific points students need to work on to improve their writing when setting them written tasks
- teachers do not take too long to explain to pupils what they are expected to do in lessons and so sustain a good pace of learning at all times.

Improve the attendance of those students who are frequently absent from the centre by 12% within a year in order to raise their achievement.

**Orchard (June 2013)**

Improve the quality of teaching, so more pupils make outstanding academic progress by:

- ensuring that teachers match their work more closely to individual pupils' abilities
- making learning active and interesting through the use of more practical and problem-solving activities
- using questioning more incisively to extend pupils' thinking.

**Braybrook (December 2014)**

Improve the quality of teaching further by:

- ensuring that the best practice in marking is shared with and consistently used by all staff, so that all
- students know how to improve their work further
- ensuring that all teachers always know exactly what they want students to learn in each lesson to



- enable greater accuracy in their assessment of their lesson.

Raise achievement further by making sure that all teachers consistently plan and deliver work that is challenging and appropriate to the students' abilities.










### **Priority 1**









We have to develop all teachers until they are consistently good or outstanding. Our best teachers need to be at the heart of the ambition to provide an excellent educational experience for all of our pupils. This is only going to occur if we provide systematic support for all staff as we all have the capacity to become better teachers.

Cross PRU working, observing colleagues in other institutions and a comprehensive workforce development strategy will ensure we develop excellent practice across the PRUs. Careful analysis of data will determine CPD and strategic developments as well as working alongside staff in the classroom. There is a requirement for colleagues whose lesson observations are not consistently good or outstanding to receive support in a coaching situation. Teachers who achieve a judgement of Requires Improvement will be expected to engage in a challenge and support programme leading to an improvement of their practice.








This approach will lead to greater personalisation of CPD and ensure an explicit obligation for teachers to take more responsibility for their own professional development. It will also ensure that new digital technologies are used to enhance students' learning and reduce the amount of passive learning. Appraisal, sensitively but rigorously managed, will reduce the threat of observation so that we can focus more clearly on developing outstanding classroom practice. This will be further supported this year by the expectation that all staff attend network meetings, observe at a mainstream school, engage in dialogue with link PRUs and develop associations with departments in other settings. The aim of developing extended writing continues to feature in our development plan and this is such a crucial skill to examination success.








**To secure outstanding teaching by increasing the proportion of outstanding lessons with an aspiration that 100% of lessons are consistently good or outstanding. To secure this with the amount of outstanding teaching increasing by 10% per year. This will be achieved by:**








	<b>Objectives</b>	<b>Specific actions required</b>	<b>Success criteria</b>	<b>By when</b>	<b>SLT/SMT staff</b>	<b>Resources</b>	<b>Status (RAG)</b>
1.1	To ensure the consistency of assessment procedures through implementation of Doddle assessment tool and a common Assessment Policy	Review Assessment Policy	New Assessment Policy written, agreed and implemented. All staff confidently using new policy.	July 17	SP, PR, JB, LW JMW	SLT meeting time	
							
		Visit other schools and PRUs in order to look at a range of assessment procedures and share ideas	Schools visited by SLT and information shared Key staff involved in network meetings All staff to attend INSET day with link PRU and/or mainstream schools to develop good practice	Dec 17	SP, PR, JB, LW, JMW All Eng, Maths and Sci staff All staff	Time to visit other schools Network meeting time INSET days	
				Sept 17			
				Oct & Nov 17			
		Agree common practice on reporting progress	All PRUs produce 100% accurate data consistently	July 17	SP, PR, JB, LW, JMW MB	Staff meeting and MB meeting time	
1.2	To develop the rigorous use and analysis of all assessment data in order to set and plan work that	Share reporting arrangement with all stakeholders	Policy implemented by date set 100% of schools value reporting format	Mar 17	SP, PR, JB, LW JMW MB	Staff and MB meeting time	
		Implement agreed policy		July 18			
		Review Doddle usage following implementation	100% of students have accurate data for baseline and tracking	July 17	SP, PR, JB, LW JMW All staff	Induction time	







	is challenging and engaging	Ensure all staff understand assessment process using Doddle Enable Assessment Champions to support departmental cross PRU groups	100% of staff are confident on new assessment processes Assessment Champions support implementation and usage of new system	Jan 17  Jan 17	SP, PR, JB, LW JMW All staff	Staff meeting time INSET time Cross PRU curriculum groups	 
		All staff to have sessions with HOC/DHOC to discuss data and progress	Sessions show 100% of staff understand and are using data effectively 90% of lesson obs show work is challenging and appropriate 90% of pupils make required progress in assessment opportunities	Jan 17	SP, PR, JB, LW JMW	Directed time agreed individually with staff SLT time  JG and JP SLT	
				Sept 2017	All appraisal staff		
				July 17	SP, PR, JB, LW JMW		
	1.3 To set targets that are aspirational and demand determined and ambitious teaching in order to achieve them	Analysis of KS2 v baseline v school information to agree realistic targets with school	100% of targets set are aspirational but based on a combination of data information	Sept 2017	SP, PR, JB, LW JMW	Staff meeting time	
		Moderation opportunities both cross PRU and with mainstream schools/PRU to ensure validity of data	100% of staff linked with school departments Cross PRU moderation opportunities are clearly identified through staff meeting schedule	July 2017  Sept 2016/7	All PRU teachers and school based staff	Staff meeting time and INSET time	
		Rigorous analysis of outcomes linked to quality of teaching and appraisal	SLT conduct subject based meetings to link teacher performance with results	Termly	SLT and all teachers		











			All department are to set ambitious targets to improve outcomes	Jan 17	SLT and MB	SLT time and MB meetings	
1.4	To develop the use of observation involving PRUs, mainstream and special school settings and using this to develop good practice across the PRUs	All staff to have peer observation opportunity this academic year	% of outstanding teaching increases by 10% per year Links established between each teacher and a mainstream department	July 17	JMW	CPD time	
		All staff to have attended an INSET day in a mainstream school/PRU with a clear agenda		Oct/Nov 2017	JMW SLT All staff	Staff meeting time INSET day Directed time JMW time	
		All staff to be able to attend departmental meeting in another setting	80% have greater perception of challenges in other settings (questionnaire)	July 2017	JMW	Staff meeting time	
		All staff to identify one personal development goal for this academic year	80% of staff take responsibility for own development (appraisal paperwork)	Sept 2017	JMW – SLT All staff	Staff meeting time	
		Regular good practice slot in staff meetings	Bank of good practice is developed	July 2018	HoC All staff	Staff meeting time and minutes	
1.5	To define, develop and improve the role of Management Board with regard to the monitoring of the quality of teaching	Management Board attend lesson obs Man Board focus on their areas of responsibility and report to meeting Man Board check on: questioning, group/paired work, reporting back, maximising adult support,	% of outstanding teaching increases by 10% No Requires improvement or inadequate teaching Consistency of good and outstanding teaching improves Ofsted key issues all addressed	July 18	Management Board SLT All teaching staff	Meeting time	

		active learning, reducing teacher talk and writing skills					
		Individual staff identified for support through lesson obs data	Staff lesson obs data shows improvement of 10%	July 18	SLT All teaching staff	Individual staff packages Meeting time	
		All identified staff to have regular session for peer obs, mentoring etc on timetable	Timetables reflect support package Quality of teaching improves with stated % met	July 2018	SLT All teaching staff	Meeting time cover	
1.6	To provide INSET opportunities and cross PRU working to improve the teaching from good to outstanding including developing the use and effectiveness of questioning, extending writing opportunities and maximising the benefit of additional adult support	MB carry out identified tasks within the PRUs Planned throughout the year	All MB have clear roles and responsibilities	Sept 17	JMW/Chair of MB	Staff time MB time	
		Link Governors build relationships with key staff	Link Governors report on their roles & responsibilities Progress is shown in all areas	Sept 17	JMW/Link Governors	Link Governors/ staff time	
		Managers are able to complete their duties as recommended	MB have a clear understanding of the strengths and weaknesses of the PRUs	On-going	JMW/MB	Time – MB and staff Meeting time	
		Self-evaluation is supported by MB input	Self-evaluation is robust and accurate	On going	JMW/all senior staff/MB	Time – MB and staff	
1.7	To further develop the bespoke offer regarding workforce development linked to CPD and CDP priorities	Share CDP priorities with all staff Complete staff audit Identify CPD and link staff to this	100% of staff are aware of CDP priorities Staff complete audit Staff complete CPD opportunities as offered	Jan 17 – July 18	JMW MB SLT All staff	SLT and staff meeting time Costs of CPD Staff cover INSET days	

		Carry out CPD Monitor and evaluate effectiveness	Monitoring and review is completed SEF etc shows impact of CPD on outcomes				
		Develop a programme of INSET that supports identified aspects of teaching	100% of staff are included in CPD programme 100% of staff make progress in these areas	July 18	JMW MB SLT All staff	SLT time Staff meeting time Costs of CPD Staff cover INSET days	
		Identify staff meeting focus throughout the year	100% of staff receive calendar outlining INSET and staff meeting focus MB aware of CPD needs	July 2018	HoC	Staff briefing Completion of Staff handbook	
		Develop programme of support with external support providers	External provider engaged to support priorities Opportunities offered and completed	July 2018	JMW CPD providers	Meeting time	
		Identify opportunities for TAs and staff to liaise	Review of school day Time allocated for liaison improves effectiveness of adult support	Sept 2018	JMW SLT	Meeting time Staff briefing time	
		Develop offer for Lawnswood Partnership CPD Suite	Liaise with all stakeholders Refurbish room Publise offer	July 2018	JMW Headstart Management Board	Meeting time CPD Suite budget	
1.8	To significantly increase the amount of active learning thus reducing teacher talk	INSET on topic Peer observation to see models good practice	% of engagement time with students increases % of outstanding teaching increases by 10%	July 18	External provider Mainstream teachers	£1000 Time in mainstream	

		Mainstream/PRU observation day reinforces good practice	Lesson obs show improved pace Accelerated progress noted through data moderation		PRU teachers in link PRU Peer observation	Time for peer observations	
		CPD provided to consider reducing teacher talk and pace	Less unnecessary teacher talk observed during observations Outcomes improve Passive engagement not identified as issue following analysis of lessons	July 2018	JMW/HoC All staff	£500 for CPD provider Staff meeting time	
1.9	To further develop the teaching of writing skills so that all pupils become confident and sustained writers	Provide INSET on improving writing skills	Audit completed by CLLT Staff identify writing opportunities on their planning	Jan – March 17	JMW SLT LA support	Staff meeting time 2 x 1 hour	
		English TLR/UPR holders to lead on writing development and produce documentation to support staff	Staff receive documentation to support improving writing skills within each curriculum area	ongoing	JMW SLT LA support TLR post holder	TLR responsibility	
		Cross PRU English group to focus on writing aim and develop support for within each PRU	English staff produce planned support package for non-specialist staff	July 18	JMW SLT All staff	Cross PRU meeting time	
		Lesson observation and book trawl to focus	Evidence of improvement in writing skills is clear MB support focusses on this aspect	July 18	JMW SLT MB	Lesson obs and book trawl time	

		Provide INSET from Occupational Therapists to ensure staff understand the developmental process of writing	All staff have a clearer understanding of why physical issues may impact on writing	April 17	JMW OT All staff	Cost of OT time for INSET Staff meeting time	
1.10	To enhance the clarity and usefulness of learning objectives so that progress within a lesson is measureable	Provide INSET on writing smarter lesson objectives linked to Accelerated progress	Lesson objectives are sharper Lesson objectives are shared with students Marking relates to LO Lesson obs show closer link to pupil progress	Autumn Term 2017	JMW SLT All staff Inset provider – Cate Blackmoor	Staff meeting time 2 x 1 hour	
							
1.11	To further review marking so that pupils are informed about next steps and know exactly what to do in order to achieve	Book trawl once per term	Book trawl completed, report written identifying improvements and action points	Jan 17 – July 18	JMW MB SLT All staff Mainstream colleagues	SLT Time MB time Meeting time INSET day Lesson time	
		Departmental book trawls introduced – purple pen initiative	Departmental book trawls introduced				
		Cross PRU group to focus termly on moderation	Cross PRU minutes show moderation				
		Mainstream school visit to provide opportunity for moderation	Mainstream/PRU visits completed				
		Departmental links formed with Mainstream schools	Attendance at departmental meetings Evidence of improved marking Pupils acting on next steps				



## Priority 2



All stakeholders want pupils who attend the PRUs to have the best possible school attendance as this is the only way students can reach their full potential. There is a strong correlation between good school attendance and achieving good results and it is logical that children who frequently miss school fall behind in their work and this hinders future prospects.








Most of our pupils are Key Stage 3 and 4 and many employers see school attendance figures as a good indicator of a young person's character. They feel it shows reliability and commitment and is often considered as one of the most important factors that employers look for on a reference.




Good school attendance shows that a young person is reliable, likely to achieve well and is more likely to play a positive role in their community. Sadly the opposite is also true: pupils who frequently miss school are more likely to become involved in, or be a victim of crime and anti-social behaviour.







Most of the pupils who are referred to the PRUs have a history of poor attendance and are behind in their studies. Some of the issues causing this need an holistic approach which involves family intervention and support to address the underlying problems. External support and Government/LA initiatives may help to provide additional resources and strengthen the work of the PRU.

### Further improve the attendance and engagement of students by:

2	Objectives	Specific actions required	Desired outcomes and success criteria	By when	SMT/SLT staff	Resource	Status (RAG)
2.1	To reduce the number of PA students across the PRU network by rigorous intervention and support	Identify potential PA students before entry	100% of students have accurate pre admittance information	Jan 2017	JMW/SLT E Hughes	Meeting time Referral paperwork	
		Gain a clear picture of previous attendance in order to establish a baseline	True attendance figure available	Jan 2017	JMW/SLT/Atte nd Officer	Referral/ meeting time	





		Identify support package for Induction and complete induction every three weeks	Package of support available for all identified pupils	Jan 2017	JMW/SLT Induction staff	Meeting time	
		Enlist help from other agencies where necessary /available	All relevant agencies involved with pupils	Ongoing	JMW/SLT/Attend Officer External support agencies	Meeting time	
		Ensure Attendance Officers are aware of issues	Attendance Officers in post	April 2017	JMW/MB/HoC	Meeting time with SLT	
		Identify support from LA/EWO service or school EWO	Appropriate support in place	April 2017	JMW/JE	£5000	
2.2	To enhance relationships with all support agencies to ensure effective and productive networks are established	Identify cases that need additional family support	All cases identified and receiving support	Ongoing	JMW/HoC/DHoC/Attend Officer	Meeting time	
		Support Review Officer to complete all appropriate referrals	Review Officer appropriately trained and all students requiring support are identified	Jan 2017	JMW External courses	Meeting time	
		Ensure SLT roles and responsibilities support good practice	All SLT clear of roles and specified in Appraisal Targets	Jan 2017	JMW/SLT	Meeting time	

		Regular review meeting schedule developed	Review meeting schedule in place and followed	April 2017	JMW/SLT	meeting time	
		Review meeting paperwork reviewed & in use	Review paperwork agreed and in place	April 2017	JMW/SLT	meeting time	
2.3	To increase the use of external support and ensuring it supports the students and families effectively	Identify appropriate families and students	All families /students requiring support have referrals completed & support in place	Ongoing	JMW/HoC/DH oC/ Attend Officer	Meeting time	
		Identify training needs for awareness raising and completion of appropriate paperwork	All identified staff trained to an appropriate level and using systems well	Ongoing	JMW/SLT	CPD costs	
2.4	To reduce the reliance on exclusion and widening the range of strategies used to reduce incidents of poor behaviour	Refresh staff training on behaviour management	Provide INSET from Team Teach and other agencies	ongoing	JMW/JE/external providers All staff	£3000	
		Identify pupils requiring extra support	Pastoral staff analyse behaviour logs to ensure appropriate identification	Sept 2017	SLT Pastoral staff Behaviour mentors	time	
		Provide de-escalation training through Team Teach	All staff certificated though Team Teach	Sept 2017	All staff	£18 000 INSET x 2 days	

		Provide support for pupils and families through intervention programmes and support	All families aware of anger management & LITS programmes etc on offer	Jan 2018	Pastoral staff Justina Somal Headstart	£30000	
		Develop the use of Counselling psychologist across the PRUs	Provide 1 to 1 support for pupils and maximise staff expertise by involving other appropriate staff	Jan 2017	JMW/HoC JS	£30 000	
		Develop an induction programme to minimise disruption and ensure all pupils and parents are aware of behavioural expectations	Provide induction programme leading to full time attendance when appropriate	Jan 2017	JMW/HoC/BM	Meeting time	
		Review the role of Behaviour Mentor	Role of BM is more proactive than reactive	Jan 2017	JMW/HoC/AH	Meeting time	
		Review the role of Assistant Headteacher to ensure the overseeing of behaviour is taking place	ST provides more analysis of triggers for behaviour and incidents reduce Intervention is more focussed and effective	Sept 2017	JMW/HoC/AH	Meeting time	
2.5	To record and analyse data to enhance and inform	Provide enhanced SIMS training for all staff	AH to develop overview of support through SIMS	July 2017	JMW/SLT/Pastoral staff Jay Gitsham	Meeting time	

	interventions and make full use of provision mapping systems	Agree regular meeting schedule for pastoral staff	Pastoral staff increase effectiveness due to improved communication	On-going	JMW/SLT	Meeting time	
		Provide regular slot on SLT agenda	ST clear about reporting to line manager through SLT meetings	Sept 2017	JMW/SLT/HoC	Meeting time	
2.6	To ensure all staff are trained in de-escalation and restraint techniques, (Team Teach)	Provide Team Teach INSET	All staff trained to use Team Teach effectively	Ongoing	JMW/JE/Team Teach All staff	£18 000	
		Meet with TT trainers to agree programme	INSET is useful and targeted for each PRU	Sept 2017 and on-going	JMW/TT	Included in figure above	
		Deliver INSET	All staff trained to appropriate level	Ongoing	JMW/TT		
		Agree programme of updates for training	All programmes are useful and relevant and provide advanced modules	July 2017	JMW/TT/SLT		
		Agree with HR contractual terms for all new staff and issue new job descriptions	All new staff have to be competent in TT techniques within the first term of employment	Jan 2017	JMW/JE/JJ	Meeting time	
2.7	To ensure all staff keep Safeguarding training at the forefront of their interactions and	Provide Safeguarding INSET Ensure SLA purchased and effective	All staff trained to appropriate safeguarding level Safeguarding audit shows outstanding practice	Ongoing  ongoing	JMW/JE/safeguarding trainers All staff SLT/MB/DM	£10 000  £5 000	



	follow policy and procedure as required	Meet with safeguarding trainers to agree programme	INSET is useful and targeted for each PRU	Sept 2017 and on-going	JMW/Trainers	Included in figure above	
		Deliver INSET	All staff trained to appropriate level	Ongoing	JMW/Trainers		
		Agree programme of updates for training	All programmes are useful and relevant and provide advanced modules	July 2017	JMW/Trainers/SLT		
		Ensure SLT, MB and other key staff are trained to required level	All staff have to be competent in safeguarding asap but no later than within the first term of employment	Jan 2017	JMW/JE	Meeting time	

### Priority 3



In September 2013 the Secretary of State for Education published the new national curriculum framework **which:**








- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.




The curriculum provides pupils with an introduction to the essential knowledge that pupils need to be educated citizens but it is just one element in the education of every child. The reason for this priority being included in the CDP is that the Government believes that there is time and space in the school day for teaching to range beyond national curriculum specifications and it is this aspect that needs to be planned for within the individual curriculum offers of the three PRUs.

The changing vision for the PRUs also means that the curriculum needs to remain under review and ensure that it is not only appropriate for each cohort but also for each individual. More and more now a bespoke offer is being delivered and mainstream schools and other stakeholders are becoming aware of the need for them to engage in this. Recently, several schools have assisted in booster classes, study sessions and a greater link with their students so that they can support the students with examination success.

#### To enhance achievement and develop an innovative and exciting curriculum offer by

3	Objectives	Specific actions required	Desired outcomes and success criteria	By when	Lead person	SMT/SLT Staff	Status (RAG)
3.1	To audit staff skills and ensure a 'best fit' of staff to achieve an outstanding provision	Outstanding teaching INSET programme is delivered for staff	All areas have some outstanding aspects of teaching	July 2017 ongoing	Assessment group JMW SLT	Staff meeting time	
		SLT focus support where the audit identifies concerns	SLT show evidence of impact on quality of teaching	July 2017 ongoing	JMW SLT	SLT time	

		ICT development is identified for some areas	All staff are more competent at using ICT to support learning and teaching	July 2017 ongoing	SP	Staff meeting time SLA in place	
3.2	To identify gaps in skills and ensure high quality CPD planning is in place to address this	All CPD is identified on a yearly basis and bespoke	SLT aware of skills gaps	Sep 2017	JMW SLT LA	Money for courses etc. Time for CPD	
		Overview of skills deficit is addressed through on-going CPD	All skills gaps addressed through CPD, training and recruitment	Ongoing	JMW SLT LA Schools	Money for courses etc. Time to attend CPD	
		SLT develop training offer to how where gaps exist	Training Opportunities sheet is developed and completed by staff	July 2017	JMW All staff	Staff meeting time	
		All staff complete a training opportunities sheet to request CPD	SLT decided on opportunities relevant to each member of staff and PRU	Sep 2017	JMW SLT	SLT meeting	
3.3	To develop and embed the curriculum offer which best prepares pupils for next steps and review the offer regularly to ensure it meets the needs of the pupils so they are able to have the best exam	Establish a curriculum group on SLT and MB	SLT and MB curriculum group functional and effective New curriculum in place in line with statutory obligations	Sep 2017	MB JMW SLT Schools rep	Meeting time	
		Meet with all schools to help with identifying the curriculum offer	All schools consulted with and are happy with the offer	September 2017	JP colleges and post 16 providers	Meeting time	

	success, with meaningful accreditation	Present curriculum offer to LA for comment and revision	LA happy with offer and offer meets new curriculum requirements	Sept 2017	Connexions worker	Meeting time	
		All students achieve appropriate next steps offers	All students attend college/training placements Analysis shows all students have achieved in line with, or above, expectations	Ongoing		Time for analysis	
		Analyse examination success	Outcomes improve and show the new curriculum offer is better meeting the needs of the pupils	July 2018		Time for analysis Report to MB and schools	

Plan written                      January 2017    Presented to staff    January 2017

Reviewed by SLT              April 2017, July 2017, Dec 2017, April 2018, July 2018

Presented to MB              January 2017, April 2017, July 2017, Dec 2017, April 2018, July 2018