Strategic Development Plan 2023 to 2024

School – Ethos and Vision

Ethos

We view education in its broadest sense; all aspects of the school day provide students with opportunities to develop their full potential. Our school staff forms part of an effective multidisciplinary team which aims to equip learners with the knowledge and skills necessary to meet life's increasingly difficult challenges.
We work closely and in partnership with parents and carers, knowing that working together will enable us to make the biggest difference.

Core Values

Our whole school 5 C's show what we think is of the greatest importance at All Saints School, they are:

Consideration, Courtesy, Courage, Care and Confidence

Vision

To provide a learning environment with the very best teaching, support and pastoral care. We will try to empower all students to gain the skills necessary to become valued members of society who will not be afraid to try new experiences, feel limited in any way by their particular needs and who will aspire to achieve their best.

ACHIEVEMENT FOR ALL

Context

All Saints School has been an Independent School since the summer term of 1987. All students have an Education Health and Care Plan identifying a range of learning and SEMH difficulties and are placed and funded by Norfolk County Council. The school achieved a 'Good' Ofsted rating in June 2023; previously it had an 'Requires Improvement' rating. All Saints School provides a supportive education for students from Year 3 to Year 11. At full capacity, the school can take 85 students, however with the additional adults that are required to meet the needs of our young people 70 to 75 students is what we aim for. Young people enter the school from a vast array of primary and secondary settings at any point in the school year. Most students arrive after extended periods out of education. Many have significant difficulties in managing their emotions and their behaviour. Students attend from across Norfolk and are transported to the school from LA transport arrangements. We view education in its broadest sense, the curriculum is tailored to the specific needs of our students and is reviewed regularly. At Key Stage 4 students follow a pathway appropriate to their skills and abilities; be this GCSEs, ASDANs or vocational courses at college. All courses ensure that students are given the best opportunity to access and engage in further education and future employment. All 2022 leavers have gone on to further education. An Advisory Board was set up in October 2020 to provide support and challenge for the Directors and HT; the school buys in support from the Local Authority for HR, Health and Safety, Clerking and Attendance. The school continues to be monitored by Norfolk County Council

What does the school need to do to improve further – taken from the last Ofsted report?

1) QUALITY OF EDUCATION – Review long and medium term plans for all subjects
2) QUALITY OF EDUCATION– Develop a whole school Oracy framework
3) QUALITY OF EDUCATION –Develop problem solving and reasoning skills framework
4) QUALITY OF EDUCATION–Further develop independent living skills curriculum
5) LEADERSHIP AND MANAGEMENT-Put in place clear administrative systems and procedures
6) LEADERSHIP AND MANAGEMENT – Use targets in planners to enable students to track their termly progress in three areas

(2023-2024) Priority - Quality of Education

1- Review long and medium term plans for all subjects

INFORMATION	IDENTIFY	INTERVENTION			IMPACT	EVALUATION		
Where are we now?	**Where do we want to be?**	**How will we get there?**	**Timescale**	**Lead**	**What will be the impact?**	**Review**	**Status Notes**	**RAG**
A small number of curriculum areas are not well planned, delivered, assessed and monitored. Students complete activities but do not develop the subject understanding that leaders' intend.	All curriculum areas are well planned, delivered assessed and monitored.	Buy in schemes of work or consult with experts for subjects without specialist teachers. Adapt schemes to meet the needs of our children.	In place for January 2024	SJ SD	Students will have to access to high quality provision in all subject areas.			R ☐ A ☐ G ☐
Some subjects are well planned, resourced and delivered and are clearly showing progression of knowledge and / or skills.	Continue to develop these subjects and support the subject co-ordinators to make further improvements.	CPD for subject leaders from established schools / LA / national orgnisations	Ongoing	SJ SD	High quality provision for all students whilst at All Saints School			R ☐ A ☐ G ☐

2 – Develop a whole school Oracy framework

INFORMATION	IDENTIFY	INTERVENTION			IMPACT	EVALUATION		
Where are we now?	**Where do we want to be?**	**How will we get there?**	**Timescale**	**Lead**	**What will be the impact?**	**Review**	**Status Notes**	**RAG**
Oracy is happening throughout the school but it is not part of a co-ordinated framework	Make oracy high priority in planning, delivering and monitoring.	School inset session September 2023. Whole school staff training.	Sep 2023	SJ	All students are able to speak confidently and with fluency and accuracy. Students are			R ☐ A ☐

Created August 2023

		Opportunities for teachers to incorporate oracy into the classroom and use different strategies to engage different students.			able to articulate ideas and thoughts, speak persuasively, listen to others and have the confidence to express their views. They are prepared for the next stages of their education / life.			G ☐
We do not have an oracy framework	Create an oracy framework to support all staff in creating opportunities for oracy throughout the school.	Develop Whole School framework to launch January 2024	Sep –Dec 2023	SJ				R ☐ A ☐ G ☐

3. Develop problem solving and reasoning skills framework

INFORMATION	IDENTIFY	INTERVENTION		IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes	RAG

Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes	RAG
Problem solving and reasoning strategies are developed in some lessons and by some staff.	Problem solving and reasoning strategies are developed coherently throughout the school.	Whole school staff training and discussions feed into developing a whole school framework	Jan – March 2024	TL SD	Problem solving and reasoning skills are high priority in school			R ☐ A ☐ G ☐
We do not have a problem solving and reasoning framework	Create a problem solving and reasoning framework which provides a support mechanism for all staff in creating opportunities for problem solving / reasoning throughout the school.	Problem solving and reasoning framework is trialled in some subjects (maths and science) and then developed for other subjects.	March – July 2024	TL MU MP				R ☐ A ☐ G ☐

4. Further develop independent living skills curriculum

INFORMATION	IDENTIFY	INTERVENTION		IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes	RAG
Independent living skills are part of the school's intervention programme.	Independent living skills is a separate curriculum with clear assessments, schemes	Create a clear scheme of work that builds from Year 3 to Year 11.	Sep- Dec 2023	SD	Students will leave our school with the strategies, skills, confidence and			R ☐ A ☐

	of work, specialist facilitators etc.	Recruit or train staff members to deliver the Independent skills programme.			understanding needed to be independent and manage whatever life presents them with.			G ☐
The school has a "bucket list" a set of ideas that we want to ensure students are able to do / experience whilst at the school, but it is not planned coherently throughout the curriculum / classes.	Coherently planned opportunities throughout the school which are part of the wider curriculum and enrich the curriculum experience.							R ☐ A ☐ G ☐

(2023-2024) Priority – Leadership and Management

5. Put in place clear administrative systems and procedures

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes	RAG
Administrative systems in place but in some instances these have become muddled; lots of different systems for the same area.	Clear, concise and effective systems in place that all administrative staff know how to input and monitor.	**Review current systems.** **Move all first aid logs onto CPOMs.** **Change the risk assessment proforma and begin an annual review system.**	To be completed by September 2024	SD KK RS	Concise systems that enable SLT and advisors to track and monitor trends and oversee all identified areas.			R ☐ A ☐ G ☐

6. Use targets in planners to enable students to track their termly progress in three areas

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes	RAG

Created August 2023

All sudents should have targets in planners which are reviewed termly, however when spot checks are completed it is evident that some students have them in planners but they are not a focus for the individual or they do not have them in their planners.	All students have targets in their planners that they have ownership of and with support put strategies in place to enable them to track their progress and make improvements.	**CPD on setting targets linked to the school's academic and intervention frameworks.** **Increse student understanding of why we are setting targets and how they can have ownership of these.** **SLT to regularly spot check planners and talk to students about how they are tracking their own progress.**	Termly	TL	Students more aware of their own learning and achievement in different areas of the school.			**R** ☐ **A** ☐ **G** ☐
Most teachers and TA's ensure that targets are in planners but it is felt that for some it is a box ticking exercise and they are not ensuring students are given the support needed to make them worthwhile.	All staff understand the importance and are able to help the students set SMART targets.	CPD on target setting and the importance of this within our school. Discussions with students about targets and the relevance to their education and development.			Students will be able to identify areas for development and will be aware of their current targets and their progress towards achieving them.			**R** ☐ **A** ☐ **G** ☐

Behaviour and Attitudes and Personal development

We will maintain the current arrangements and opportunities to ensure all students continue to get outstanding provision in these areas.