



Woolgrove School

SCHOOL DEVELOPMENT PLAN

2023 - 2024

LIVE, LAUGH & LEARN TOGETHER



ONE YEAR OVERVIEW PRIORITIES – 2023/24



Curriculum

- To ensure that a broad and balanced curriculum is being offered across all pathways.
- To update SKOs as necessary

Assessment

- To continue to implement the new assessment system for: Communication and Language, Literacy and Mathematics (from Sept 2022)
- To implement new PTS system and change if necessary
- To continue to implement system for EHCP process for IPMs, Display targets and Pupils views / All about me booklets
- To ensure consistency in assessments across the school
- To implement the new assessment system to enable Teachers and Support staff to record evidence electronically and for this to be shared with parents

Life Skills (inc. RSE, PSED)

- To continue to develop staff confidence in the setting of life skills homework
- To continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome
- To continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome.
- RSE - To raise awareness of different family units – LGBTIQ+
- To develop a new approach to teaching and learning about puberty across the school.

Expressive Arts and Design

- To increase the level of teaching and value placed on EAD across the school
- To ensure that the National Plan for Music requirements are met within the limitations of timetabling and budget
- To raise the profile of art across the school including having a 2 week arts week.
- To ensure that staff have the confidence to plan and deliver the Art curriculum

Understanding the World

- To continue to monitor planning and assessment of UW to ensure coverage and consistency across pathways.
- To develop the use of Play and Learn as an effective way of delivering UW objectives.
- Support staff to utilise outdoor learning as a way of accessing objectives in core subjects.
- Celebrate different cultures through an event about the Paris Olympics (Linked with PD)

Computing and technology

- Ensure all T&L is at least good
- Ensure that Computing equipment across the school is maintained in good order and updated as required in order to deliver the curriculum
- Ensure technology is adequate for new assessment system and support all staff

Communication and Literacy

Communication

- To review and update the communication policy.
- To increase signing skills and use across the school and at home.
- To deliver training in cued articulation, WOPS, making and using communication books, the effective use of communicate in print and using talkers/ AAC devices.
- To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.

Literacy

- To continue to promote the effective teaching of reading, phonics and spellings across school, identifying when there is a training need.
- To ensure a consistent approach to handwriting/mark making throughout the school and to improve handwriting and mark making across all subjects
- To effectively use the new assessment system to analyse progress of all pupils in literacy, developing actions to raise attainment.
- To raise staff knowledge and confidence when using ICT to support pupils' literacy skills.

Maths

- To continue to implement and refine the new curriculum written in 2022
- To effectively use the new assessment system to be able to analyse progress in specific groups
- To develop staff confidence in selecting and using to most appropriate manipulatives for a range of concepts.

Down's Syndrome

To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Down's Syndrome including See & Learn resources/weekly creative club.

MAIN PRIORITIES (Continued)

Outreach

- Maintain high standard of service to schools in DSPL1, keeping DSPL1 management group updated through regular meetings
- Work in partnership with Greenside School to jointly provide outreach to DSPL 2
- Improve staff knowledge and expertise in relation to SLD and secondary pupils
- Implement systems and procedures in-line with Local Authority requirements
- Review, revise, and put forward Woolgrove's outreach tender for the new SLA (in place from Sept 2024)

Leadership and Management, including Governors

- Revisit the vision and values of the school with staff and stakeholders.
- Increase the liaison between governors and subject leads
- Ensure that we have a full complement of governors, members and trustees
- Appointment of external clerk for full governors' meetings
- Induction and support the new member of SLT, the INCo.
- Continue to develop middle leaders through supportive roles e.g. ECT induction tutors/mentors

Autism/ADHD/Sensory

- For the new Autism Lead Team to fully understand work that has taken place previously.
- To provide a personalised curriculum for pupils with Autism and Autistic tendencies to address their barriers to learning and increase their social, emotional and mental health wellbeing.
- To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Autism and ADHD and to provide training for new staff.

Premises

- Resubmit CIF roof bid
- Salix lighting

To work in partnership with:

- Special School and Alternative Heads (SAP). Woolgrove head teacher = vice chair of SAP from Sept 2023
- HfL / ISL on a range of issues incl. funding and Outreach
- Parents/carers :curriculum evenings, behaviour solution circles, coffee mornings, FoW (Friends of Woolgrove)
- Other special schools – within Herts and Eastern region
- Letchworth/DSPL 1-2 mainstream schools, incl. transition for Sept 2024 new starters
- Letchworth Heritage Foundation Cultural Programme
- DSPL 1 – Woolgrove staff to support with /deliver area training to mainstream schools
- The Valley School for secondary transition
- North Herts Schools Sports Partnership
- Local community – Letchworth Partnership, Jackman's
- Other external agencies/professionals including HCC, HfL, HIP, CAT team, advisory teachers, EP, SALT etc
- Federation of Leaders in Special Education (FLSE)

Physical Development

Key indicator 1: To promote the engagement of all pupils in regular physical activity

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key indicator 5: Increased participation in competitive sport

Wellbeing – Staff and Pupils

- To promote and implement staff wellbeing
- Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact
- To liaise and engage with mental health support teams e.g. MHST and SEMH and special schools network
- To ensure and monitor the use of Herts. Steps tools for supporting behaviour e.g. Individual Risk Reduction plans to identify and share strategies to support positive behaviour and mental well-being in specific pupils in line with Herts Steps
- To continue to work with MHST to provide early support/intervention for pupils/families

THE SCHOOL AIMS

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

- To raise people's self-esteem, so that they are able to make the most of their **A**bilities and talents,
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to achieve and **S**ucceed,
- To work in **P**artnership with parents, other schools and wider community, to promote a more inclusive education system and a sense of citizenship,
- To promote **I**ndependence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners,
- To work together in an atmosphere of trust and mutual **R**espect, so that all feel equally safe and valued,
- To provide a challenging and **E**nriching curriculum which addresses individual needs.



VISION

Woolgrove School seeks to respond positively to the challenge of change and build on its reputation for successful innovation in the field of special education by:

- being a self-evaluating school as a means of constantly improving the quality of education and raising pupils' achievements
- providing an appropriate education for all pupils whatever their individual difficulties and needs so that each child feels valued and able to achieve
- continuing to ensure CPD is given a high profile in order to develop staff expertise and raise standards
- expanding the identity of Woolgrove School, Special Needs Academy which caters for pupils with autism, speech & language difficulties, moderate learning difficulties and a wide variety of other special educational needs
- working in partnership with other mainstream schools to develop the Outreach Service and meaningful integration projects promoting inclusion and benefiting all pupils
- working in partnership with other mainstream and special schools, both within the County and beyond, in order to raise standards
- ensuring provision includes extra curricular activities which pupils find engaging, supportive, and fun
- keeping informed of current research in the field of SEND, considering evidence produced and assessing the relevance to pupils within Woolgrove so that helpful improvements in provision may be implemented

QUALITY OF EDUCATION **Communication– £1,500 + £200 (signalong)**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To review and update the communication policy.	To make changes to the communication policy to ensure this is up to date and the current aims for improvements in this area are added.	Communication team- Vicky	N/A	Policy to outline ongoing aims and current information about what communication looks like at Woolgrove. It will include how all staff, parents, carers and peers can support and encourage communication.	How- review and update policy July 2024 Who- by communication team
To increase staff confidence and ability to sign.	To deliver signing training to MSA's, parents and staff and outside schools.	HoD , Literacy and communication team	Supply cost	Staff, parents, MSAs and siblings given opportunities to attend signing training. Open to local schools to off- set costs.	When- Summer 2024 How- Through SLT evaluations of course and verbal feedback from parents/ siblings
To increase signing skills and use across the school and at home.	To run a sibling signing sessions at least once per year.	Class teachers Outreach	Cost of books £200		
To deliver cued articulation training	To deliver training to all staff in who work within the classroom.	Communication team or SALT	Supply time to create signalong books		
To deliver training of the use and implementation of Wops.	To deliver training to all staff in who work within the classroom.		Potential supply cost to create resources for meeting		How- review and update policy/ SDP July 2024
To deliver training of making and using communication books.	Delivered to all teaching and non teaching staff.	Communication team		Staff to be confident in a range of strategies to support communication.	Feedback from staff
To deliver training in the effective use of communicate in print.	To deliver training to all staff in who work within the classroom.	Communication tea Communication team			
To allocate time for staff sharing of good practice.	Set up a staff sharing of good practice meeting either in a solution circle style or on Friday training session.		N/A	To share good practice and for other staff to magpie ideas and strategies from one another to enhance their teaching and understanding of communication.	
To deliver at least one coffee morning over the year for parents to talk with SALT.	Set a date in liason with SALT for a coffee morning to allow parents to liase and question SALT for advice/ support in the home.		Coffee, tea, biscuits etc Release time		
Training to be provided as and when needed from SALT to staff.				To ensure all who support a child can be consistent and provide support with their communication.	Feedback/ evaluation from parents/ carers

Woolgrove School Development Plan 2023-2024

<p>To increase the Augmentative Communication systems used across the school to develop children's communication skills.</p> <p>To deliver training on using talkers/ AAC devices.</p> <p>To develop strategies to increase attention and listening skills for all children and increase staff knowledge of different approaches.</p>	<p>To trial the use of sound buttons with some children to record a message home / record a message for school/news with some non-verbal pupils and measure impact.</p> <p>To make interactive books for all the classes using sound buttons.</p> <p>To deliver staff training to all class room based staff.</p> <p>To continue to ensure teachers and TAs complete Wellcom assessment materials and know how these can be used as an alternative to Blank Level for the youngest/most complex needs</p>	<p>Communication Team and Class teachers</p> <p>Communication team- Emma</p> <p>Communication team or SALT</p> <p>All staff, SLT, and communication team.</p>	<p>Buttons already purchased</p> <p>Supply cost for release time</p> <p>Potential supply cost to create resources for meeting</p> <p>Supply cover</p> <p>Training time and cost of making resources (printing and laminating)</p>	<p>Sound buttons being used with some children and the success of these being evaluated before making a decision to roll out for all non-verbal children.</p> <p>To enhance children's opportunities to communicate and to encourage home involvement.</p> <p>Staff to be confident in a range of strategies to support communication. Children can be confident and effective users of their devices.</p> <p>Increase of staff able to fully implement the Woolgrove Object, Photo, Symbol Communication System, Communication books and iPad apps and ability to support other staff.</p> <p>Children's communication needs fully met and communication systems being used across the school and in different areas of the school and for a variety of communication needs (not only snack</p>	<p>Review to be made after official trial and staff / children/ parent feedback sought</p> <p>Feedback from staff/ monitor impact in class communication team</p> <p>Lesson drop ins, learning walks, observations. Monitoring wellcomm assessments packs being used/ requested.</p> <p>Summer 2024 SALT Lit & comm. team</p>
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<p>To increase awareness of up to date research and interventions for staff and parents.</p>	<p>To provide updates and information in paper form/ email/ parent mail on new and useful information to support communication at Woolgrove(such as recent training in Gestalt language processing).</p> <p>To create blank level grid for classes and blank level assessment grade sent home so staff and parents/ carers can question child at appropriate level.</p> <p>To create gestalt language simplified poster to encourage staff and support GLP's</p>	<p>SLT liaison and communication team/ admin staff</p> <p>Communication team- Emma</p> <p>Communication team- Emma</p>	<p>Potential supply cover</p> <p>Potential supply cover</p>	<p>To increase understanding and possible approaches that can be used to support the children at Woolgrove in school and at home with communication.</p> <p>As above</p>	<p>Communication team, monthly, brief liaisons with slt for any new and useful techniques/ research.</p>
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QUALITY OF EDUCATION **Literacy – £2,000**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>Continue to promote the effective teaching of reading, phonics and spelling across the school.</p>	<ul style="list-style-type: none"> Identify higher ability phonics pupils. Ensure baseline assessments are accurate and monitor work provided and progress each term. Monitor effectiveness of teaching of phonics and spelling across the school. Provide appropriate support to identified staff and new staff, offer training as required. Monitor use of Twinkl as part of teaching phonics/spelling. Monitor and observe reading; ensuring targets are updated, reading is carried out frequently and comments relate to targets regularly Ensure reading books are matched to pupils reading and phonic abilities. Carry out monitoring with Literacy Governor and provide regular updates Ensure all classes have relevant resources/displays for pupils to refer to during lessons to aid retention and independence Update reading assessment resource pack to help staff assess pupils' reading targets. 	<p>Literacy Subject Leads SK/LC</p>	<p>Resources £100</p> <p>Cost of SL x 3 days</p>	<ul style="list-style-type: none"> Increased pupil engagement in phonics Increased pupil progress in reading and phonics/spelling demonstrated through reading and writing Staff confidence raised 	<ul style="list-style-type: none"> Initial monitoring by end of Autumn term, reviewed by end of Spring and Summer term. Monitored by Subject Leads Monitoring of timetables, lessons and work scrutiny. Learning walks, observations.
<p>Ensure frequent, high quality mark-making and handwriting sessions are being delivered across the school.</p>	<ul style="list-style-type: none"> Continue to promote the handwriting programme 'Handwriting without Tears' providing necessary training for identified staff / new staff. Encourage high quality, whole class teaching of mark-making and handwriting sessions across all pathways. Ensure staff teach the new combined order of mark making/capital letters. Promote and support mark-making/handwriting opportunities through Play and Learn. 	<p>Literacy Subject Leads SK/LC</p>	<p>Resources £100</p> <p>Cost of SL x 1 day</p>	<ul style="list-style-type: none"> Increased engagement and delivery of sessions. Improved teaching/staff confidence and knowledge Progress in mark making and letter formation for individual pupils, evident through work and assessment data 	<ul style="list-style-type: none"> By end of Spring term. Monitor by Subject Leads through timetables, work scrutiny / observations, learning walks.

Woolgrove School Development Plan 2023-2024

<p>Promote high expectations of attainment in 'writing' across the whole school, ensuring appropriate number of sessions being delivered by all pathways with good breadth of coverage, enabling pupils to write for a range of purposes.</p>	<ul style="list-style-type: none"> • Carry out regular monitoring through work scrutiny, learning walks and observations with particular regard to semi-formal classes. • Identify pathways, classes, specific groups or individuals not making appropriate progress and plan and deliver appropriate support/training. • Research resources/interventions to complement and enhance teaching of writing. 	<p>Literacy Subject Leads SK/LC</p>	<p>Cost of x 1 SL days to monitor, plan and provide training</p>	<ul style="list-style-type: none"> • Increased pupil engagement and progress 	<ul style="list-style-type: none"> • By end of autumn term and review by end of summer term. • Monitored by Subject Leads • Monitoring of timetables, lessons, work scrutiny, displays and learning walks, observations.
<p>Research and incorporate additional ICT to support the literacy</p>	<ul style="list-style-type: none"> • Identify individual pupils/classes that require ICT to support pupils to reach expected progress • Meet with ICT lead and ICT technician. Liaise with other schools and research available ICT products. • Purchase ICT such as the use of keyboards, programs such as Clicker and speech to text functions to support pupils struggling to write. • Carry out staff training as appropriate. 	<p>Literacy Subject Leads SK/LC/SF</p>	<p>£500</p> <p>Cost of 3 x SL days to research, purchase, set up and train staff</p>	<ul style="list-style-type: none"> • Increased pupil progress and participation. 	<ul style="list-style-type: none"> • By end of Summer term.

QUALITY OF EDUCATION **MATHS - £250**

<u>Aim</u>	<u>Actions</u>	<u>Who?</u>	<u>Cost/ Time</u>	<u>Success Criteria</u>	<u>Monitor When? Who? How?</u>
To successfully monitor planning and delivery to ensure needs of all pupils, including more complex, are met	<ul style="list-style-type: none"> Subject leaders to complete a deep dive into maths where planning, delivery and assessment is monitored closely Prompt feedback to be given through discussion and written evidence Monitored in the summer term to ensure targets are being worked met/worked upon 	<p>SLs to help with data</p> <p>SLs carry out joint deep dive</p>	Half day cover x4	<ul style="list-style-type: none"> Pupils' needs are met and progress is evident throughout the maths areas Differentiation evident through planning to stretch more able and support most complex Pupils make good/outstanding progress Improved planning across school which shows cohesion and consistency New teaching ideas implemented throughout school Consistent and appropriate use of manipulatives to support understanding 	<p>SLT and maths leaders to take part in work scrutiny and learning walks in Autumn and Summer terms</p> <p>Assessment data to be analysed termly by maths SLs and assessment leads</p> <p>Identify areas of focus through data analysis.</p> <p>Ensure the Units are being followed appropriately.</p>
Continuing professional development of joint SLs and staff	<ul style="list-style-type: none"> To familiarise new SLs with subject and expectations To attend training or relevant updates in subject, including the new assessment system. 	<p>SLs to meet and work together during deep dives</p> <p>SLs working in conjunction with CPD lead to find appropriate courses</p>	Non contact time to attend training session £100	<ul style="list-style-type: none"> Develop understanding of curriculum content and strategies to deliver from SLs. SLs show a deep understanding of outstanding practice in specialist setting Have a clear aim of what maths at Woolgrove should look like across all pathways Develop links with others Maths leaders to share practice, ideas and processes to improve our own. 	<p>SLs monitor appropriate courses that are available</p> <p>SLs to discuss linking with others school via HIP or joint training.</p>

Woolgrove School Development Plan 2023-2024

<p>Embed new maths curriculum within the new assessment system</p>	<ul style="list-style-type: none"> • Monitor and review new curriculum and it's impact through, discussion, data drops and solution circles if needed. • Develop Solarskills to be able to refine and identify key groups and areas across the school that need support. • Identify key statements or areas that seem to be challenging for most complex children • Monitor and assess effectiveness of 'stepping stone' approach to achieving EHCP target 	<p>SLs, Inco and assessment lead</p>	<p>Non contact time training 1 x half morning</p>	<ul style="list-style-type: none"> • SLs have a clear understanding of what the data reflects about the subject within the school and how the new curriculum is being implemented • SLs have a deep understanding of how to use Solar in order to understand areas of strength and development with the subject • Core groups identified as making poor/good or accelerated progress • Identify units in supplementary that highlight slow progress 	<p>SLs, Inco and Assessment lead, termly</p> <p>SLT feedback from data analysis and PP meetings - termly.</p> <p>Staff meeting discussions and feedback on curriculum.</p>
<p>To maintain, organise and categorise whole school resources</p>	<ul style="list-style-type: none"> • Maintain organisation of maths resource cupboard to ensure efficiency when selecting resources to teach concepts. • Re-deliver manipulatives training to ensure that all staff have secure knowledge. 	<p>All teachers / SLs</p>	<p>Non contact time to sort and catalogue resources Friday training session</p>	<ul style="list-style-type: none"> • Better teaching through the use of new and improved equipment to meet the complex needs of the children more easily • Staff feel confident in selecting and using the most appropriate manipulatives • Manipulatives used regularly to meet needs of pupils • Teachers using a wider range/most appropriate resources to support learning. 	<p>Informal discussion between SLs and staff team</p> <p>Learning walks and workscrutinies completed by SLs highlighting use of resources.</p>
<p>To ensure progress across all pathways in both areas of maths is good or outstanding.</p>	<ul style="list-style-type: none"> • Analyse data in order to identify maths learning where progress is limited • Make action plan based on data analysis after Autumn data drop • Train new staff and ECTs on systems and expectations of a typical maths session within their pathway. • Staff training in identified areas of limited progress – Include TA within training sessions 	<p>SLs</p>	<p>Non contact time</p>	<ul style="list-style-type: none"> • Better understanding of outstanding maths teaching and learning • Clear action plan – new teaching ideas or strategies - targeting key statements or strand of supplementary based on data analysis 	<p>SLs, complete analysis to identify areas strengths and development in regard to progress and deliver training in identified areas.</p> <p>SLs make action plan in conjunction with maths governor and SLT.</p>

QUALITY OF EDUCATION Understanding of the World (UW) - £400

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>1. Monitor coverage of Understanding the World to ensure progression across topics and inclusion of science, history, geography and OL as well as consistency of provision across classes with shared planning.</p>	<p>1. Planning scrutiny 2. Work scrutiny 3. Learning walks with pupil discussion</p>	<p>Subject leads and deputies</p>	<p>3 x half day cover per SL or deputy for each term that planning scrutiny, work scrutiny and learning walks are carried out. Ideally termly.</p>	<p>1. a) Planning scrutiny provides evidence of planning for history, geography and science including OL in all classes. b) Planning scrutiny demonstrates that topic choices provide varied opportunities for children to practise skills and knowledge. 2. Work scrutiny provides evidence of coverage of history, geography, science and OL in all classes (over course of year) as well as consistency of provision between partner classes. 3. Work scrutiny and pupil discussion shows that outdoors and environment areas are being used to support cross-curricula links.</p>	<p>Subject leads and deputies when non-contact time given. Ideally termly.</p>
<p>2. Encourage use of practical exploration and outdoor spaces to facilitate children's access to core subject objectives.</p>	<p>1. Deliver staff meeting focusing on ways to include outdoor learning in core subjects. 2. Use staff training to encourage use of observations as an effective assessment tool. 3. Refer to available equipment to encourage ideas for future learning. 4. Use a google document for staff to share how equipment has been used to meet SKOs objectives/ PAL.</p>	<p>Subject leads and deputies</p>	<p>1. -½ day for SLs and deputies to discuss and devise program for staff training -At least one staff meeting for delivery of training 2. 1 day for SLs</p>	<p>1. Training is delivered to staff with teaching role 2. Increased knowledge and confidence in the use of outdoor learning to access curriculum areas. 3. Work scrutiny provides evidence of practical and outdoor learning. 4. Exploration activities are evident in P&L provision</p>	<p>Subject leads and deputies Autumn or Spring term</p>

Woolgrove School Development Plan 2023-2024

<p>3. Update resources available for Understanding the World and Outdoor Learning</p>	<ol style="list-style-type: none"> 1. Audit available equipment to distribute to classes or store in a way that can be accessed (ideally before staff meeting so it can be referenced). 2. Gauge what equipment is needed from teaching staff. 3. Use a survey to understand what the gaps in equipment are and what is already available. 	<p>All staff to consider resources needed</p> <p>Subject leads to authorise orders</p>	<p>. -½ day for SLs and deputies to organise equipment</p>	<ol style="list-style-type: none"> 1. Work scrutiny provides evidence of new resources. 2. There is more wide spread use of equipment and knowledge of what is available. 	<p>Subject leads and deputies to audit (Autumn – Spring term) and maintain throughout.</p>
<p>4. Raise awareness of world events and cultures through an event that celebrates the Paris Olympics.</p>	<ol style="list-style-type: none"> 1. Coordinate event criteria with PD SLs to link activities with UW. 2. Plan activities to celebrate a variety of countries involved in the Olympics. 3. Outline the clear learning objectives for the event to cover e.g. locating the focus country on a map. 	<p>Subject leads to authorise orders</p> <p>Subject leads to provide event guidance.</p>	<p>Cost for resources £100 approx.</p> <p>. -½ day for SLs and deputies to discuss and devise program for event.</p>	<ol style="list-style-type: none"> 1. The event will take place. 2. Classes show engagement in activities through evidence of photos or observations. 3. End of year work scrutiny will show evidence of objectives met. 	<p>Subject leads to monitor post event.</p>

QUALITY OF EDUCATION **Computing and Technology - £500**

Aims	Actions	Who?	Cost/Time	Success Criteria	Monitor: When? Who? How?
<p>Ensure all teaching and learning of computing is at least good and ensure all children make at least good progress</p>	<ul style="list-style-type: none"> - Robust monitoring of computing; Learning Walk, deep dive: planning, PTS & evidence scrutiny - Ensure computing coverage relates to Curriculum Knowledge and Skills Overview (KSO) - Ensure LOs focus on the skills rather than the final outcome -Record and evidence cross curricular computing - SF and IT technician: <ul style="list-style-type: none"> - Support members of staff who are not as confident in accessing / planning / delivering / assessing computing as a subject - Support staff in creating cross-curricular learning opportunities that cover the three strands within computing. 	<p>SF + MF</p>		<p>Evidence of good and outstanding progress & planning.</p> <p>Most staff to confidently access technology, support and challenge children’s abilities and understanding.</p> <p>Computer and technology being used across the school by all staff effectively.</p>	<p>Head SF Link Governor</p>
<p>E-safety To ensure online safety is taught effectively across the school</p> <p>E-Safety to be covered at least once per half term</p> <p>Offer E-Safety session to parents and offer signposting throughout the year</p>	<ul style="list-style-type: none"> -Whole school to participate in Safer Internet Day 6th Feb 2023 – Woolgrove to be included on Safer Internet website. -Ensure all classes participate in an E-Safety session once per half term -Simon to remind staff to cover E-Safety once per half term and lead staff training in the run up to Safer Internet Day. -Deep Dive: Monitor planning & outcomes -Deliver E-safety information session for parents/carers (MF to support/lead) – share on school website -Encourage classes to make E-Safety artwork to be displayed around the school and online. 	<p>SF, Head, Class teams, Parents, MF</p>	<p>MF time to lead session</p>	<p>Staff and children are aware of online safety</p> <p>Display Created</p> <p>Website updated</p> <p>Parents are kept informed of the importance of online safety and are supported when required</p> <p>Parents/carer eSafety session delivered</p>	<p>SF Head e-safety coordinator (MS) Link Governor</p>
<p>Ensure that Computing equipment across the school is maintained in good order and updated as required in order the deliver the curriculum</p>	<p>Rolling programme of updating Computing hardware across the school in place (see MF’s separate report).</p> <p>Continue Rolling programme of updating Computing hardware across the school in place (see MF’s separate report)</p> <p>Working with current budget ensure all classrooms have at least one up to date laptop and iPad ready to be used for new assessment system.</p>	<p>MF</p>	<p>Cost of MF (10 hours per week)</p> <p>Cost of new hardware</p>	<p>Computing equipment across the school is in good working order.</p>	<p>Head</p>

Woolgrove School Development Plan 2023-2024

Ensure that both KS1 and KS2 Sensory rooms and equipment maintained in good order and updated as required in order the deliver the curriculum	SF to ensure both rooms are timetabled fairly and that all classes are accessing the resource consistently and appropriately.	SF		All classes using sensory rooms to provide learning opportunities for all children.	Head SF Link Governor
Deliver staff training to support computing usage to support learning and assessment	SF to send out staff questionnaire to gauge confidence and share what skills staff would like to improve. SF to plan training sessions – either whole school or bespoke to each class team	SF		All staff comfortable and confident in using technology to support and record learning. All staff confident in using new assessment tool..	Head SF Link Governor
Share good practice within learning pathways	SF to share feedback from 2022-2023 computing deep dive and identify areas of strength/good practice. Class teachers who are confident teaching computing to share good practice and resources within their learning teams.	All staff		Computing embedded with curriculum and provided through differentiated cross-curricular links.	Head SF Link Governor
Ensure all classes have at least one scheduled slot in the Sensory Room and with the iPads	Simon to contact all teaching staff to ensure each class has at least one session in the sensory room and with the iPads	All Staff		Sensory room and iPads are being used consistently by all classes.	Head SF Link Governor
Whole school to transition to new assessment system.	Solar to provide training to all staff on using the new assessment tool – phased training; all staff then VL & JW SLT/MF/SF to support all members of staff using Solar: ongoing	All Staff Solar Team	Solar time	All classes confidently using Solar in class.	SLT SF Link Governor

QUALITY OF EDUCATION **PHYSICAL DEVELOPMENT:BUDGET: £17,160**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p>	<p>Replace and update PE/Sports resources as appropriate linked to termly topics</p> <p>Provide activities and resources for pupils to engage and play with during playtimes</p> <p>Look at opportunities to introduce lunchtime clubs run by outside agencies e.g HDSF, Hitchin football club etc</p> <p>Ensure all classes access daily workouts/movement breaks/ yoga sessions as appropriate</p> <p>All classes to access half termly Yoga sessions with Yoga Jane</p> <p>Liase with Letchworth Tennis Club re: Lunchtime club/curriculum sessions</p> <p>Liase with Hitchin Town football club re: lunchtime club</p> <p>Organise Spring term cycling sessions with HDSF</p> <p>Ensure that provision is in place for individual pupils who are identified as requiring movement/sensory breaks</p>	<p>Richard FSW/PSW SLT PD team</p> <p>RP, class staff, Anne, MSAs PSW Physical Development learning team</p> <p>RP Class staff</p> <p>RP and MT</p>	<p>See Sport Premium Funding Plan</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increased engagement and access for pupils in outside areas of the school</p> <p>High quality and engaging resources to support physical development of pupils in PE lessons</p> <p>Engaged and happy pupils. Decrease in playground incidents (CPoms logs) Increased opportunities for pupils to develop fine and gross movement skills</p> <p>All pupils engage in daily physical activity Benefit to health, fitness and well being of pupils</p>	<p>RP AUTUMN 2023 SPRING 2024 SUMMER 2024</p> <p>Observation during lessons, playtimes Photo evidence of pupils engagement</p> <p>Decrease in playground incidents</p> <p>RP/MT Autumn 20223</p>

QUALITY OF EDUCATION **EXPRESSIVE ARTS AND DESIGN - £1000 + £200 (Music)**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To increase the level of teaching and value placed on EAD across the school.</p>	<ul style="list-style-type: none"> • Introduce the new assessment criteria created for Art and Music and support staff in using this to inform planning and areas to cover. • Provide staff training for everyone through staff meetings and those who need additional support with planning as needed. • To share research to support the importance of the subject so that staff are clear of the importance and the benefits. • Model lessons and observe lessons to ensure staff are teaching at an appropriate level for children and using appropriate assessment criteria. • Monitor planning, observe EAD sessions and look at evidence in folders. • The organisation of whole school events to raise the profile of EAD across the school. 	<p>Liz, Heidi</p> <p>Liz, Heidi, Lisa</p> <p>Liz, Heidi</p> <p>Liz (Music), Lisa/Heidi (Art)</p> <p>Liz, Heidi, Lisa</p> <p>Liz, Heidi, Lisa</p>	<p>-Preparation time</p> <p>-Time allocated in Staff meetings</p> <p>-Time for targeted individual/small group support</p> <p>-Cover/time available to observe in classes and monitoring of planning/work</p> <p>- money for resources which support good teaching and learning</p> <p>- money for boards to display art work</p>	<ul style="list-style-type: none"> • The new assessment criteria will be being used. • Staff training will have taken place. • Staff will feel more confident about teaching EAD subjects and why it is important. • EAD will be evident and celebrated across the school. • Planning and observations will show that staff are teaching at an appropriate level. • Assessment will be taken from the appropriate document (EYFS or topic based criteria) • LTP and Skills and Knowledge documents will be updated. 	<p>-Review progress at the end of each term.</p> <p>- Deep dive in the Spring term</p> <p>-Observations of lessons in the Spring/ Summer term</p>

Woolgrove School Development Plan 2023-2024

	<ul style="list-style-type: none"> Art displays around school and an EAD spot in the newsletter/on the website to highlight what is happening across the school and celebrate children's achievements in these areas. 	Liz, Heidi, Lisa			
To ensure that the National Plan for Music requirements are met within the limitations of timetabling and budget	<ul style="list-style-type: none"> Continue to build on the success and develop singing groups on a Thursday morning, providing regular opportunities for performances and opportunities to perform in and out of school. 	Liz	<ul style="list-style-type: none"> - Time to prepare resources, for correspondence and trip planning Bus Driver and cover where necessary to allow correct number of staff to support on trips - Time in staff meeting 	<ul style="list-style-type: none"> - Singing groups are successful and perform regularly in and out of school. - a list of singing assessment criteria has been developed to add to Solar (assessment tool) - a bank of songs has been created for staff to access - New songs introduced into assemblies - a school ensemble has been introduced - all children have had at least one opportunity to perform. - A larger number of children have taken part in a series of sessions on a specific instrument - Live music sessions/assemblies have taken place - staff have been made aware of the requirements of the National Plan for Music. 	Review in Summer term
	<ul style="list-style-type: none"> Develop singing across the school to ensure it is a key part of the curriculum. 	Liz, class teachers			
	<ul style="list-style-type: none"> To develop and run a school ensemble 	Liz			
	<ul style="list-style-type: none"> To review and ensure that all children are given an opportunity to be involved in a performance within the year. 	Liz			
	<ul style="list-style-type: none"> To review and explore possibilities for children in different year groups to be provided with opportunities to develop a skill on a specific instrument for a number of weeks. 	Liz			
	<ul style="list-style-type: none"> To explore possibilities in order to provide all children an opportunity to hear a live music performance. (both children/adults within school and inviting visitors in) 	Liz			

Woolgrove School Development Plan 2023-2024

	<ul style="list-style-type: none"> Share in a staff meeting about the National Plan for Music so that staff are familiar with the requirements and what their role is within the classroom. 	Liz			
	<ul style="list-style-type: none"> Presentation to the governors. Discussion of budget and space needed for continued provision in the future. 	Liz/Lisa			
Staff have the confidence to plan and deliver the Art curriculum	<ul style="list-style-type: none"> To share good practice with other members of staff with a centralise folder on the server with ideas for different topics. To have the resources required available to be able to deliver exciting and engaging lessons Lesson observations and support 	Heidi	<p>Time out of class</p> <p>Cost of equipment and resources</p> <p>Time in staff meetings</p> <p>Time for observations</p>	<ul style="list-style-type: none"> Children will be excited and engaged in the lesson Children are able to explore and experiment with different resources and media. A folder of shared resources on the server for staff to access. 	<p>- Deep dive in the Spring term</p> <p>-Observations of lessons in the Spring/ Summer term</p>
To raise the profile of art and ensure all children are accessing a broad and balanced art curriculum, including finding out about artists and craftspeople; revisiting opportunities to develop their use of colour, pattern, texture, line, shape, form and space; Cultural and personal development	<ul style="list-style-type: none"> Whole school arts week in either spring/summer term Staff meetings Resources available to be able deliver lesson Visit local art galleries or local artists visit the school 	Heidi	<p>Time out of class</p> <p>Cost of equipment and resources</p> <p>Time in staff meetings</p>	<ul style="list-style-type: none"> Children will revisit skills and there will be evidence of progression in these skills Children will find out more about artists and craftspeople and this will impact on their own art Children will access art in different ways e.g. outside the classroom; within other curriculum areas. 	Deep dives and observations

Woolgrove School Development Plan 2023-2024

<p>To continue and develop links, to organise/access events with other schools to provide more opportunities for our children</p>	<ul style="list-style-type: none"> • Attend new Hertfordshire SEN meetings • Attend Letchworth Schools network meetings • Liase with Hertfordshire Music to explore opportunities for children to take part in arts events. • Plan events alongside other schools eg. SEN Music day, Singing Festival, Music transition event for Yr 6s • Collaborate with other schools to engage in a joint art/shared art experiences 	<p>Liz</p> <p>Liz</p> <p>Liz</p> <p>Liz/ Heidi</p> <p>Liz/Heidi</p>	<p>- Time to prepare resources, for correspondence and trip planning</p> <p>Bus Driver and cover where necessary to allow correct number of staff to support on trips</p>	<ul style="list-style-type: none"> • Children at Woolgrove have a number of opportunities to take part in arts events over the year • Good links with other schools/hubs and Herts Music Service are continued/developed <li style="padding-left: 20px;">Feedback from parents/children/teachers is positive 	<p>Review mid-year and in the Summer term</p>
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QUALITY OF EDUCATION **Life Skills, including PSED, RSE and Food Technology - £500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To continue to develop staff confidence in the setting of life skills homework</p> <p>To continue to monitor the evidence to ensure it shows the skill that is being learnt rather than the outcome.</p>	<ul style="list-style-type: none"> Monitor life skills homework on a termly basis and through deep dives. Provide help and advice as and when required Monitor evidence on a termly basis through deep dives and book scrutiny. 	Life skills team	Subject leader time required	<ul style="list-style-type: none"> Provide help and support as required to enable all staff to feel confident in delivering life skill lessons to children through a holistic way of teaching. Provide help and support as required to enable all staff to feel confident at setting homework at the beginning of each half term. This homework should focus on a skill that can be used at home. Evidence to show skill being learnt in children's folders where photographic evidence is provided and through use of hot and cold outcome sheets 	<p>Ongoing</p> <p>Life skills team</p> <p>Work and homework scrutiny</p>
<p>To ensure planning for Life Skills, including PSED, RSE and Food Technology, shows an appropriate amount of coverage from the skills and knowledge overviews</p>	<ul style="list-style-type: none"> Monitor life skills planning on a termly basis Monitor class timetable and links to life skills through cross circular subjects/lessons Observe life skills PSED and Food technology lessons 	Life skills team	Subject leader time required	<ul style="list-style-type: none"> Life skills are being taught throughout the pathways in a varying way Evidence in children's folders to reflect coverage of skills and knowledge overviews. Evidence from children's folders will show progression as children move up through the school 	<p>Spring term</p> <p>Learning walks/drop ins</p> <p>Folders /planning scrutiny- ongoing</p>
<p>To ensure the correct equipment is available during life skills lessons including Food Technology</p>	<ul style="list-style-type: none"> Purchase new equipment for Food Technology 	Life skills team	£100	<ul style="list-style-type: none"> Classes will use their own box of equipment for Food Technology lessons Class teachers to be responsible for their own box of equipment - ask subject leader to order specific equipment when items get broken 	<p>Ongoing</p>

Woolgrove School Development Plan 2023-2024

<p>To promote teeth cleaning in school</p>	<ul style="list-style-type: none"> • Purchase toothbrushes once a term for each class. • Purchase toothpaste – mint, unflavoured and flavoured for each class as specified by class teacher 	<p>Life skills team</p>	<p>£200</p>	<ul style="list-style-type: none"> • Children to have new toothbrushes each term • Children to use their choice of toothpaste when cleaning teeth • Children to clean their teeth in school on a daily basis as and when possible 	<p>Ongoing</p>
<p>To ensure that opportunities are being given and taught explicitly for pupils to develop their character through life skills lessons</p>	<ul style="list-style-type: none"> • Monitor to assessment of 'the characteristics of learning' of marking slips and well-being scales • Monitor the standard of evidence across the pathways for life skills 	<p>Life skills team</p>		<p>To allow pupils regular opportunities to develop their character</p> <p>To allow staff to develop their understanding of cultural capital and how this can be planned into lessons and assessment.</p>	<p>Work scrutiny</p> <p>Deep dives</p>
<p>RSE To raise awareness of different family units – LGBTQI+</p>	<ul style="list-style-type: none"> • Purchase story books about a range of different family units. • Create a bank of resources on the server 	<p>Life skills team</p>	<p>£200</p>	<ul style="list-style-type: none"> • Each class to have access to a range of LGBTQI+ story books 	

Woolgrove School Development Plan 2023-2024

<p>RSE – Puberty To develop a new approach to teaching and learning about puberty across the school.</p>	<ul style="list-style-type: none"> To produce a new puberty curriculum / Skills and Knowledge Overview. 	Kimberley		<ul style="list-style-type: none"> Staff and parents having awareness that a new puberty curriculum has been written. Skills and knowledge being taught in all year groups and pathways. General increase in awareness and presence of puberty (and all things leading up to) across the school. 	<p>Termly feedback from staff</p> <p>Work scrutiny</p>
	<ul style="list-style-type: none"> To provide whole school professional development. 	Kimberley	Friday training slot	<ul style="list-style-type: none"> All staff beginning to feel more confident when discussing, supporting and teaching aspects of puberty. 	<p>29/10/23 - Feedback from staff before and after training session.</p>
	<ul style="list-style-type: none"> To offer practical support to parents by signposting them to Twinkl and offering to provide resources on request. 	Kimberley and Class Teachers		<ul style="list-style-type: none"> Positive communication between home and school re: puberty, parents feeling supported and able to request support in the form of resources. 	<p>Feedback from parents (via discussions with staff).</p>
	<ul style="list-style-type: none"> To ensure apt provisions are accessible for all pupils at the point of menstruation. 	Kimberley, liaising with Anne L and Sarah K.		<ul style="list-style-type: none"> All toilets accessed by girls in Years 4-6 to have a sanitary bin, communication aids and a basket containing sanitary pads. 	<p>PSW - to check each term - the presence of bins and keeping basket supplies replenished etc</p>
	<ul style="list-style-type: none"> To introduce new PSW groups – Emotions Groups and Girls’ Puberty Group. 	PSW	Weekly intervention slots	<ul style="list-style-type: none"> Children being more aware of their emotions, related to puberty, and feeling better equipped at dealing with them. Girls’ feeling more prepared, including practically, for menstruation before onset. 	<p>Feedback from PSW and staff via intervention forms</p>
	<ul style="list-style-type: none"> To help children understand their body belongs to them, and they should tell a safe adult they trust, if anything makes them feel upset or worried. 	Kimberley and Class teachers	Off-timetable lessons	<ul style="list-style-type: none"> The implementation of NSPCC Pants Week. Children growing in confidence with regards to keeping themselves safe and sharing concerns. Teachers feeling encouraged and supported with ideas and resources. 	<p>W/c 6/11/23 - photos and/or feedback from chn and teachers</p>

QUALITY OF EDUCATION Assessment

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To implement the new assessment system to enable Teachers and Support staff to record evidence electronically and for this to be shared with parents	<ul style="list-style-type: none"> Set up new system with staff logins, assessment criteria, IPM targets etc Deliver training for teachers and support staff to ensure assess their class using the system Set up parent access once staff are confident to record and assess. Deliver training to Subject groups and Teachers to support them to monitor attainment and progress, identify strengths and areas of development. Develop a system for teachers to record evidence to be shared with parents at the EHCP meetings To implement regular Assessment Solution circles to support Teachers with assessing, using assessment to inform planning, target setting and baselining and to support TA's with marking/observations 	Assessment lead	Staff meeting time. Team meeting time	<ul style="list-style-type: none"> Class teachers using the system to record assessments, inform planning, add evidence, and monitor progress Subject Leaders/ working groups able to monitor teaching and learning and progress and identify strengths and areas of development in their subject. Evidence recorded and shared with parents as part of the EHCP process. Assessment informing planning for all teachers 	Termly /monthly monitoring Assessment lead SLT Subject Leaders Checking planning, assessment records, PTS'
To ensure consistency in assessments across the school	<ul style="list-style-type: none"> Implement the moderation programme to ensure consistency of assessments across the school. Staff meeting to focus termly on moderation across classes of different curriculum areas Staff to attend moderation sessions with other special schools / mainstream settings. Links to continue to be developed with other Special Schools to moderate work. 	Assessment Lead	Staff meeting time. Cost of FLSE and attending meetings	Consistency of assessments across the school. Staff understanding of the Ranges and Learning Objectives within them increasing. Moderation timetable in place to support teachers' judgements and ensure consistency across all subjects Clear and accurate moderation records being used. Moderation with other schools taking place at least annually to validate judgements	Termly Assessment Lead Subject Leaders Moderation records

Woolgrove School Development Plan 2023-2024

<p>To carry out statutory assessments and reporting</p>	<ul style="list-style-type: none"> • To complete the baseline for Reception children • To complete assessment input on Simms for statutory reporting. • To complete the phonics check for Year 1 and Year 2 pupils • To train staff to complete the assessments 	<p>Assessment lead Class teachers</p>	<p>Team meeting time</p>	<p>All statutory assessments provided to LA/Department of Education</p>	<p>Summer term</p>
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Staff and Pupil Wellbeing - £1000

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>1. Leadership and Management (1), Monitoring Impact (9)</p> <p>To promote and implement Staff wellbeing</p> <p>Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact</p> <p>To liaise and engage with mental health support teams e.g. MHST and SEMH and special schools network</p> <p>To ensure and monitor the use of Herts. Steps tools for supporting behaviour e.g. Individual Risk Reduction plans to identify and share strategies to support positive behaviour and mental well-being in specific pupils in line with Herts Steps</p> <p>To continue to work with MHST to provide early support/intervention for pupils/families</p>	<p>Displays poster, signpost as necessary, attend relevant training Complete termly staff wellbeing survey in order to monitor staff wellbeing</p> <p>Liaise with Mental Health Link Governor on a regular basis to monitor and review provision/impact</p> <p>Ensure regular monitoring of RRP plans, pupil support folders</p> <p>Attendance in PALMS MHST engagement meetings.</p> <p>Identify families for referral Monitor interventions and impact of sessions</p>	<p>RP/SLT</p> <p>RP, AL</p> <p>RP/ HERTS STEPS TEAM</p> <p>RP/AL SLT</p> <p>RP/AL/PSW SLT</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>Half termly monitoring schedule</p> <p>ONGOING</p>	<p>Staff wellbeing prioritised and promoted</p> <p>Governors informed and practice monitored</p> <p>Meeting minutes, attendance</p> <p>Well being plans become “working documents” to reflect changing needs/strategies of complex pupils</p> <p>Key areas for development will be indentified. Application to gain Mental Health Kite-Mark</p> <p>Parents and pupils gain support and strategies</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>Half termly monitoring schedule</p> <p>ONGOING</p>

Woolgrove School Development Plan 2023-2024

<p>2. Ethos and Environment (2)</p> <p>Continue to develop areas within and outside of the school to promote pupil and staff well being</p> <p>To listen to and measure pupil voice through pupil well being survey</p>	<p>Identification of calm spaces, breakout areas (e.g. tents) for pupils to access when needed</p> <p>key strategies/interventions on pupil well-being plans to support early identification</p> <p>Calm spaces on playgrounds for pupils to use if anxious/upset or just wanted quiet time</p> <p>Design and carryout pupil well being survey</p>	<p>All staff-based on needs of pupils</p> <p>Class teachers/SLT</p> <p>RP</p>	<p>ONGOING £TBC</p> <p>TERMLY</p>	<p>Woolgrove to be able to offer a safe, nurturing environment that is pro-active in supporting and responding to the emotional needs of all pupils</p> <p>Pupils feel safe and happy at School</p> <p>Pupil voice heard and well being measured</p>	<p>SLT/PSW</p>
<p>3. Staff Development (7)</p> <p>Targeted Support (11)</p> <p>4. Identifying Need (8)</p>	<p>To continue to work with PSW to ensure development of role in identifying and providing targeted support to vulnerable pupils:</p> <ul style="list-style-type: none"> - Development and monitoring of referral system - Regular meetings to monitor impact of interventions <p>To review and develop the role of staff "listening ears" to support the well being of all staff</p> <p>Maintain the Staff Well-Being Board in the staffroom to sign post services, support etc for maintaining a healthy work/life balance</p>	<p>RP/SLT/PSW</p> <p>RP/PSW</p> <p>Class staff</p> <p>RP/AL</p>	<p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p> <p>ONGOING</p>	<p>Vulnerable pupils will be identified by class teachers as requiring additional support/intervention. Intervention by PSW will be effectively monitored in order to show impact on pupil well-being</p> <p>Staff will feel supported and have an opportunity to share worries, concerns etc</p>	<p>RP/SLT</p> <p>PSW</p> <p>SLT/</p>

QUALITY OF EDUCATION **R.E. - £100**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To monitor the teaching and recording of RE evidence and the of assessment of RE progress	Whole school moderation	Subject leader		Evidence in children's work folders and activities recorded by photographs. Consistent recording of evidence across the school and successful moderation of work	By Summer time / subject leader time
To monitor the delivery of whole school and class worship, including assemblies.	To monitor assemblies. Time for possible whole school assemblies in the hall or shared RE assemblies with partner classes once half termly. Monitoring of planning, including daily worship in class	Subject leader/ Head teacher		Evidence of consistency in whole school and class worship- assemblies taking place.	By Spring term
To access and monitor current resources available in school to be able to deliver effective RE lessons.	Resources to be checked and additional resources ordered if needed.	Subject leader	£100	Resource boxes complete.	By end of spring term
To encourage face to face school visits to places of worship and related learning opportunities.	Monitor planning and displays	Subject leader			By the end of Summer term
To encourage outside visitors to teach pupils about their beliefs and how they live their lives because of what they believe.	Monitor planning and displays	Subject leader		Evidence of visits and visitors across the school.	

QUALITY OF EDUCATION **Sensory and Autism/ADHD - Budget: £1,500**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
For the new Autism Lead Team to fully understand work that has taken place previously.	Autism Lead Team to meet with Sharon Coubray (ISL CAT team lead) to discuss areas of strength and areas for development and continuing the positive progress for all children at Woolgrove.	Autism Lead Team CAT Team	Subject Leader Time	<ul style="list-style-type: none"> Autism Lead team to have a secure understanding of areas of strength and development and a clear vision for the school moving forward. Ongoing positive relationship with CAT team and staff. 	Meeting taking place with CAT TEAM 22/9/23 SLT Autism Lead Team Ongoing
To provide a personalised curriculum for pupils with Autism and Autistic tendencies to address their barriers to learning and increase their social, emotional and mental health wellbeing.	<p>Ensure that the class Individual Risk Reduction plans reflect the needs of children with sensory needs.</p> <p>To ensure that staff understand the value of workstations, individual timetables etc to support the needs of Pupils with Autism.</p>	Autism Lead Team Staff HoDs Mental Health and Wellbeing Lead	Staff meetings and non contact time to write Individual Risk Reduction plans	<ul style="list-style-type: none"> Pupils with sensory needs are identified by class teachers. Support and intervention will have a positive impact on pupil well-being and ability to access curriculum and activities offered. 	Autism Lead Team SLT Half Termly
To provide correct provision and equipment for individuals with Autism and/or ADHD	<p>To ensure that the equipment required to address sensory needs is available.</p> <p>New Autism Lead Team to conduct an audit of current provisions in classrooms and in stock cupboard – Order new where needed.</p> <p>Autism Lead Team to conduct audit of which classes need new partition boards and screens – Order new where needed.</p> <p>Ensure all classes have resourced Sensory boxes – Order new where needed.</p>	Autism Lead Staff HoDs.	£1,500	<ul style="list-style-type: none"> Pupils with sensory needs are provided with appropriate equipment 	Autism Lead Team Class teams

Woolgrove School Development Plan 2023-2024

<p>To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Autism and ADHD and to provide training for new staff.</p>	<p>Teaching and non teaching staff to receive formal training/ informal training - staff meetings.</p> <p>To ensure new and existing staff are trained in foundations of understanding Autism and/or ADHD – Sensory integration session.</p>	<p>Autism Lead/Deputy CPD lead Herts Communication and Autism Team (CAT Team)</p>	<p>Friday afternoon training and inset day</p>	<ul style="list-style-type: none"> Increased staff confidence in providing a suitable environment and proactive strategies to enable pupils with Autism to thrive. Understanding of strengths and needs of pupils with Autism and ADHD is developed within new and existing staff 	<p>Autism Lead and CPD lead</p> <p>Autism Lead team to meet with CAT Team Autumn 1 23</p> <p>Autism walk with CAT Team – <i>tbc meeting taking place 22/9/23</i></p>
<p>To ensure the continued use of communications aids such as communication books and vocabulary boards, SERTS etc</p>	<p>To monitor the use of communication aids across the school through learning walks.</p>	<p>Autism Lead and communication led/Deputy Staff HoDs.</p>	<p>Time to monitor</p>	<ul style="list-style-type: none"> Pupils with communication needs are identified by class teachers. Communication aids have a positive impact on pupil communication, well-being and ability to access curriculum and activities offered. 	<p>Autism Lead and communication led/Deputy</p> <p>Termly</p>
<p>To work with the Communication and Autism Team and SLT to maintain and enhance the School Environment to meet the needs of children with Autism and Sensory needs.</p>	<p>To maintain an autism/ADHD friendly environment across the school. To ensure that communication aids and other visuals are available as appropriate. To ensure that paperwork reflects the practice taking place in classes.</p> <p>To ensure that staff training has a consistent impact across the school when communication with pupils with Autism/ADHD and dealing with demand avoidance behaviour.</p>	<p>SLT Autism Lead Link Governor for Autism Behaviour lead CPD lead Communication and Autism team (CAT Team)</p>	<p>Regular contact with Sharon Coubray and the Autism and communication Team</p> <p>Meetings with Link Governor for Autism</p> <p>Regular joint school focused learning walks</p>	<ul style="list-style-type: none"> Environment remains uncluttered Staff confident with appropriate visual and verbal communication Paperwork reflects practice Strategies derived from training such as TEACCH and SERTS are disseminated and is used consistently across school 	<p>SLT – ongoing Autism lead Link Governor/CAT team</p>

LEADERSHIP AND MANAGEMENT, INCLUDING GOVERNORS

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<ul style="list-style-type: none"> Revisit the vision and values of the school with staff and stakeholders Increase the liaison between governors and subject leads Ensure that we have a full complement of governors, members and trustees Appointment of external clerk for full governors' meetings Continue to develop middle leaders through relevant opportunities Induction and support the new member of SLT, the INCo (L Claxton) 	<ul style="list-style-type: none"> 2 sessions with staff and governors to focus on revisiting the school's values and vision (Friday afternoon 22/9 and inset day 16/2/24) Use teachers' directed time (16/11 + 16/2)to enable governors to meet with their counterpart subject leads to discuss SDP priorities and share information Proactive approach to canvas suitable candidates to see if they would take on the role of member, trustee, etc. Chair/vice C of G to approach HfL governance for recruitment of a new clerk for FG meetings Middle leaders offered opportunities for development e.g. ECT induction tutors/mentors, coaching, new subject lead roles, etc Regular liaison with INCo - head, deputies as appropriate 	<p>Head</p> <p>Subject gov's and subject lead teachers</p> <p>Governors, head teacher</p> <p>Chair/Vice Chairs</p> <p>Head and SLT</p> <p>Head, INCo and SLT</p>	<p>1 hour whole staff session and 3 hour inset day</p> <p>2 x 1 hours</p> <p>As necessary</p> <p>HfL hourly rate for clerk (TBC)</p> <p>Non contact time for meetings, training etc</p> <p>Non contact time for meetings, training etc</p>	<p>Vision and Values are up-to-date and reflect the staff/stakeholders' current aspirations for the school</p> <p>Governors are up-to-date with current subject priorities and can carry out their monitoring role effectively</p> <p>Academy has required number of members, trustees, governors etc to carry out its functions effectively.</p> <p>Clerk is in place to take minutes/undertake paperwork for all full governors meetings</p> <p>Middle leaders are taking on a range of leadership roles across the school</p> <p>New INCo is fully inducted and able to carry out her role effectively</p>	<p>SLT/Governors – by July 2024</p> <p>Head/curriculum chair governor – by Feb 2024</p> <p>Chair of governors – by spring 2024</p> <p>Chair of governors – by spring 2024</p> <p>Head – end of summer 2024</p> <p>Head – end of autumn 2023</p>

QUALITY OF EDUCATION **Down's Syndrome - £100**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To increase the subject knowledge of staff to enhance their confidence and ability to appropriately address the needs of children with Downs Syndrome.	Teaching and non teaching staff to receive formal training/ informal training - staff meetings.	Downs Syndrome Lead		<ul style="list-style-type: none"> Increased staff confidence in providing a suitable environment and proactive strategies to enable pupils with Downs Syndrome to thrive. 	Downs Syndrome Lead Spring 2024
To ensure the continued use of See and Learn packs for pupils.	To monitor the use of See and Learn across the relevant classes. Ensure pupils are working on the correct Phrases set. To model and support the use of See and Learn on the iPads for relevant pupils.	Downs Syndrome Lead		<ul style="list-style-type: none"> Pupils who require the See and Learn programme are identified by class teachers. See and Learn programme has a positive impact on pupil reading and ability to access the curriculum. 	Downs Syndrome Lead / subject leader time Autumn 2023 and Summer 2024
To assess and monitor the current resources available in school for pupils with Downs Syndrome.	Resources to be checked and additional resources ordered.	Downs Syndrome Lead	£100	<ul style="list-style-type: none"> Pupils with Downs Syndrome are provided with appropriate equipment 	By Spring term / subject leader time
To have a weekly club for pupils at lunchtime. This will involve signing, drama and dancing.	To offer the pupils a club on a Monday lunchtime for 20 minutes that will give them the opportunity to sing, dance and act.	Down Syndrome Lead to set up resources and timetable Pastoral Support Worker to run the club with a TA.		<ul style="list-style-type: none"> Pupils are provided with the opportunity to socialise and engage in activities that they find motivating. This should support the development of their speech and language. 	Downs Syndrome Lead / subject leader time Autumn 2023 and Summer 2024

QUALITY OF EDUCATION **EYFS / PRE-FORMAL / SEMI-FORMAL 1 DEPT – £2300**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
To continue to develop the use of the Outdoor Learning area to ensure that the EYFS curriculum is available in all learning environments and children are able to access PAL and AD activities indoors and outdoors across all classes	To provide resources / shed to increase literacy and maths activities outside Purchase games and toys / diggers and bark chips for digging areas to be used in outdoor areas To improve resources to promote physical development and problem solving skills	HoD Class teams.	£2000	Outdoor area being used during continuous provision and children able to work indoors and outdoors to develop skills across the curriculum Improved gross motor skills, evident in assessments of Physical Development (PD) and Handwriting.	Summer 2023 HoD / SLT – Work monitoring - Observations of children completed accessing PAL activities outside.
To improve equipment within classrooms to maximise learning during play and learn	To purchase a role-play and equipment for classes to increase role-play opportunities, speaking and listening opportunities	HoD	£500	Improved Role-play area and equipment	Learning walks

QUALITY OF EDUCATION **SEMI-FORMAL 2 /FORMAL DEPT – £2300**

Aims	Actions	Who?	Cost/ Time	Success Criteria	Monitor When? Who? How?
<p>To develop the use of available outdoor learning areas to ensure that high quality Play and Learn opportunities are available to semi – formal children.</p>	<p>To increase the confidence and skills of teachers in providing Play and Learn activities in available outside spaces by teacher discussion or observation of the practice of other teachers.</p> <p>Focusing on developing role play opportunities in outside areas for play and learn</p> <p>Purchase tuff spotsand stands/boxes/bags</p> <p>Purchase games toys and equipment as required to enhance provision.</p> <p>In discussion with staff identify and purchase necessary items to support the engagement in PAL outside.</p>	<p>HOD Class teachers Deputy</p> <p>HoD Class teams.</p>	<p>Time to observe</p> <p>Staff meeting/Friday training</p> <p>£300</p>	<p>Evidence of Play and Learn planned activities are being set up in available and outdoor areas are being consistently used during small group work to develop skills across the curriculum.</p> <p>The development of role play resources to encourage communication opportunities.</p>	<p>Spring and Summer 2024 / SLT – Work monitoring - Observations of children accessing Play and Learn (PAL) activities outside.</p>
<p>To develop the cultural capital of semi-formal 2 and formal children through experiences in the community</p>	<p>Encourage staff to plan more immersive and regular trips to enable children to experience more of their local area and be more involved with their immediate community.</p> <p>Purchase wheelie bags 1 per class</p> <p>To fund trips where contributions maybe minimal.</p>	<p>Class teams / HoD</p>	<p>£1000</p>	<p>More regular trips Children recall and discuss their experiences Children activities reflect their experiences with detail</p>	<p>Summer 2024HoD / SLT – Informal discussion with CTs and pupil voice throughout the year.</p> <p>Work monitoring – activities related to experiences.</p>
<p>To improve the facilities and environment in the main playground to enhance play and communication.</p>	<p>To purchase more robust toys and games which can be independently accessed by pupils.</p>	<p>HoD/ Head/ PE subject leader/ Class teams</p> <p>Allocated school budget</p>	<p>£500</p>	<p>Improved play and learning opportunities in main playground and increased co operative social interaction and communication.</p>	<p>Summer 2024 HoD / SLT – Observations of the children in the playground and CPOMS.</p>

Woolgrove School Development Plan 2023-2024

<p>To improve the facilities and environment in all classes to maximise learning opportunities.</p>	<p>To improve resources and equipment in all classes</p> <p>Develop uniformity in appearance – labels, displays, timetables, communication books etc</p>	<p>Class teams / HoD</p>	<p>£500</p> <p>HOD training</p>	<p>High quality teaching and learning is observed facilitated by a wide range of resources.</p>	<p>Summer 2024</p> <p>HoD / SLT – Department meetings</p> <p>Work monitoring - Observations of teaching and learning and environment .</p>
<p>To support all staff members in understanding the changes to the curriculum, assessment and expectations of the department</p>	<p>To ensure staff are confident and understand the curriculum and assessment.</p> <p>To ensure staff follow policy and procedures for each aspect throughout the school day</p> <p>To ensure staff meet the needs of their pupils.</p>	<p>Class teams/ Teachers</p> <p>HOD</p>	<p>Monitoring/ training management time</p>	<p>Staff wellbeing is high</p> <p>Pupils wellbeing and involvement is high</p> <p>Pupils make good to outstanding progress</p> <p>Policies and procedures are adhered to.</p>	<p>HOD - SLT ongoing</p>
<p>To develop and enhance links with The Valley to ensure a smooth transition for all pupils.</p>	<p>Continue to develop links with appropriate staff members at the Valley.</p> <p>Invite The Valley where possible to special events, such as shows.</p>	<p>HOD</p>	<p>Management time</p>	<p>A clear plan is developed that identify what is working well within the department and areas to focus on throughout the year.</p> <p>Successfully move Hexagon and Star into the new build</p>	<p>Pupil progress</p> <p>HOD monitoring</p> <p>SLT monitoring</p> <p>Autumn 2022</p>

OUTREACH

Aims	Actions	Who?	Cost / Time	Success Criteria	Monitor When? Who? How?
To deliver the required number of commissioned sessions for SPL 1	<ul style="list-style-type: none"> • Monitor number of referrals, including training, delivered in DSPL1 and update database regularly • Complete termly casework studies. • Provide DSPL1 lead head and DSPL1 manager with database reports. Provide regular updates on the outreach service through DSPL meetings. • Deliver termly reports to County • Provide newsletters and updates to mainstreams schools in DSPL about our service 	<p>SK</p> <p>SK/Head</p> <p>SK SK</p>	Staff time / travel costs	<ul style="list-style-type: none"> • Required number of outreach sessions, including training sessions, are delivered in DSPL1 each term/year 	<p>SK</p> <p>Monitor every half term through database</p>
To work in partnership with Greenside School to deliver 50% of required number of sessions to schools in DSPL 2	<ul style="list-style-type: none"> • Monitor number of referrals delivered in DSPL2 and ensure Woolgrove deliver 50% of commissioned sessions • Attend regular meetings with Greenside Outreach Lead to discuss outreach provision • Greenside to share data with LA and DSPL2 lead 	<p>SK</p> <p>SK</p> <p>SK/Head</p>	Staff time / travel costs	<ul style="list-style-type: none"> • 50% of required number of outreach sessions are delivered by Woolgrove in DSPL 2 each term/year 	<p>SK</p> <p>Monitor every half term through database</p>
To improve outreach expertise for SLD pupils and secondary school referrals	<ul style="list-style-type: none"> • Visit exemplary Nurseries and SLD settings to observe good practice • Attend appropriate training courses • Continue to work with other professionals including ISL Advisory Teachers and behaviour service to develop secondary outreach provision 	SK	Staff time/ Courses/ Resources/ books £400	<ul style="list-style-type: none"> • Outreach staff knowledge increased through discussions, research and training. 	<p>SK</p> <p>End of Summer Term Ongoing throughout the year</p>
To implement new systems and procedures in-line with Local Authority requirements	<ul style="list-style-type: none"> • Provide a 'blended service approach' • Attend regular meetings with Herts outreach providers and ISL lead • Attend Triage meetings with other professionals. • Share received referrals with ISL Lead Advisory teachers to avoid duplication • Continue to work with other professionals to share information about specific pupils. 	SK	Staff time/travel costs	<ul style="list-style-type: none"> • Monitor feedback from evaluations and adjust accordingly • Monitor feedback from evaluations • Regular meetings attended and new initiatives implemented. 	<p>SK</p> <p>Ongoing</p>

Subject leader “Learning Teams” 2023 - 2024

Communication	Literacy	Maths	Physical Development (PE)	Life Skills, including PSED and Food Technology	Understanding the World (science, geography and history)	Expressive Arts and Design (music and art)	Computing and Technology
Vicky Litchfield Emma Collins Link Governor= Kate Firth	Sharon Knight Laura Claxton Simon Fawcett Link Governors = Zoe Rayner/ Hannah Wright	Julian Wild Amy Miller (Kate Chiddy, MAT cover) Link Governor= Ben Hurworth	Richard Pritchard Mark Turner Sharon Knight & Laura Claxton (gross/fine motor skills) Link Governor= Zoe Rayner	Sharon Streater Catherine Holmes (N/A Mat cover) Link Governor= Katie Fuller	Janine Budd Lucy Mitchell-Dwelly Emma Quilty Link Governor= Stephen Simms	Liz Sterling Heidi Rowe Lisa Hall Link Governor= Kate Firth	Simon Fawcett Link Governor= Julian Ekiert

Early Years – Vicky Litchfield (lead) and Kimberley Potts (deputy) Link Governor= Claire Turner

Autism – Sharon Streater and Simon Fawcett joint (leads) Link Governor= John Hayes

Wellbeing– Richard Pritchard (lead) with Anne Linnell (FSW) and Hannah Wright (PSW) Link Governor= Claire Turner

Down Syndrome– Meghan Porter

R.E. –Mark Turner Link Governor= Stephen Simms

Assessment - Vicky Litchfield (lead) and Julian Wild / Simon Fawcett (deputies)

SpLD – Sharon Knight