

School Development and Improvement Plan March 2024– February 2025

Introduction and Context

This Development Plan builds on the plan for 2023 – 2024 and sets out the strategic priorities for the year ahead and actions to be taken to meet key aims and objectives. Considerable progress has been made during the preceding year to embed school practices and a shared culture of commitment to quality education and care for all our students. Very good progress has been made in ensuring this intent is fully understood across the whole school, underpinned by evidence and commitment to continuous development. It was pleasing to note that an Ofsted inspection conducted in September 2023 confirmed that all of the Independent Schools Standards had been met. This reinforced the internal management review and self-evaluation of our own performance. Specifically, it was noted that the work undertaken across the school to establish a suitable curriculum had been successful with emphasis on Key Stage 4; a prominent target on our Curriculum Development Plan. Furthermore, work to engage parents in this development regarding individual student learning has been acknowledged.

As indicated in the last development plan, the focus on the school curriculum and teaching standards has been successful. Nevertheless, further developments to enhance this progress during the year ahead are detailed in this year's plan. This includes the continued focus on the important role of the SENCO and the support given to teaching staff with regard to differentiation, continuity in individual student learning.

It is also pleasing to report that Clarity Independent School (opened in June 2019) is now well established in the eyes of placing authorities and local Statutory Assessment Teams. The school continues to place high priority on maintaining close working and partnership arrangements with external agencies, a focus included in this year's Strategic Plan.

Leadership, management (L&M) and external challenge

As highlighted in the previous Strategic Plan school leaders are committed to placing leadership, management and governance at the forefront of school priorities for the year ahead. This is in recognition of the significance of effective management and leadership in securing best educational and care outcomes for all our students. To this end, a focus on the dimensions as set out in the Children Act 2004 (10) will remain in place to provide a framework for the collation of evidence underpinning evaluations of student outcomes.

- Physical, mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- Contribution to society;
- Social and economic wellbeing.

In order to establish priorities to be included in this year's Strategic Plan, reviews will be conducted to test whether development objectives are being met followed by an end of year evaluation of achievement and the setting of objectives for 2025/26. This year staff contributed to the development of this Plan through a SWOT process, feedback questionnaires and collaborative whole school self-evaluation. This has facilitated a more streamlined approach to the Plan and to its importance in day-to-day school operations. As in 2023/24 the same headings are used in this Plan. These include:

- Leadership and Management;
- Building a skilled workforce;
- Communications and information;
- Joint Working arrangements;
- Safeguarding/Child Protection and Promotion of Student Wellbeing;
- School accommodation and resources;
- Use of development plan 2024 – 2025.

Achievements 23/24 (Examples)

- Successful inspection in September 2023 – fully compliant in all standards;
- Head completed NPQ Qualification, Deputy in progress (NPQSL);
- Student ownership of school developments including leadership pupil roles (Head boy, Librarian, Food Technology Ambassador and Admin Assistant etc.);
- Measurable progress in the development of whole school reading through the use of ECAR – some pupils made a three years gain;
- Trauma Perceptive Practice: 2 qualified Leads now who are members of Senior Leadership Team (this will enable further developments during 2024/25);
- Social Emotional Mental Health (SEMH); 2 Leads in place on SLT, qualification in progress, to be completed July 2024;
- Preliminary plans established to further develop the school site and layout – the aim to increase teaching space, onsite PE and parking, alongside areas for science experiments and art/photography/ cookery. Implementation remains dependent on resources and opportunities for school development;
- Action Plan submitted to DfE identifies a wide range of actions, which have been achieved and were recognised as such in follow up inspections. These include Curriculum developments, strengthening the schools Child protection/safeguarding policy and staff training and establishing a suitable case tracking system. Work has also been completed with regard to Health and safety/risk assessment processes, the Disability and Discrimination Act, Equality, provision of information and complaints/representations.
- Successful accreditation with the JCQ as an examination centre for Pearson qualifications. Our first formal examinations at the school (onsite) will take place May / June 2024.

L&M Objectives	Actions	Delegations, time scale	Resources	Outcome measures
<p>To maintain and update relevant school policies in line with Regulations and statutory guidance. (Ongoing)</p> <p>To ensure policies remain fully embedded in the school. (Ongoing)</p> <p>To further enhance the role of the SENDCO in line with current national guidance and best practice.</p>	<p>Senior Leaders to further secure a programme for policy review and updating in line with regulatory requirements, developments and updates to statutory guidance.</p> <p>Continued use of INSET and other training/briefing sessions to ensure all staff are aware of their accountabilities and responsibilities for policy implementation.</p> <p>Leadership - mentoring / coaching of staff by buddies – set at time of target reviews.</p> <p>Continue to establish and develop the SENDCO role in the school to actively promote best practice approaches to education, learning and welfare for all students placed at the school.</p> <p>Continue to build local professional networks with other schools, the LA and key bodies to promote best practice with regard to education, learning and wellbeing.</p>	<p>All members of SLT</p> <p>All school staff</p> <p>All school staff INSET programme for <i>24/25 in place and being enacted;</i></p> <p>SENDCO role to focus on assisting all staff to meet the individual learning and care needs of students and to take opportunities for learning via training and partnership working.</p>	<p>Management time</p> <p>INSET and training time.</p> <p>QA Systems and <i>annual performance monitoring. (Continuous throughout 24/25.)</i></p> <p>Building a SENDCO support and training programme for the year.</p> <p>Providing opportunities for SENDCO to establish best practice approaches to all staff in their work.</p>	<p>All school policies are suitably produced in line with regulatory requirements and staff are aware of policy expectations.</p> <p>Staff can discuss their individual roles and accountabilities with regard to policies pertinent to their respective roles;</p> <p>A development plan is in place for the SENDCO and all school staff demonstrate clear understanding of the role and apply best practice guidance in their work with students.</p>
<p>To maintain the impetus of</p>	<p>Curriculum Lead to ensure that teaching staff continue to have a strong grasp on the curriculum and are applying</p>	<p>On-going with review before the <i>end of the</i></p>	<p>Leadership time; Deputy head and</p>	<p>Full implementation of the curriculum and</p>

<p>curriculum development and implementation through observations, work scrutiny and applied QA - Standards 1 and 2 Quality of Education provided and personal development (PSHE)</p>	<p>processes to ensure it meets individual learning needs. Focus on:</p> <ul style="list-style-type: none"> -Development of Science opportunities for students. -Development of whole school reading schemes through the use of ECAR (Every Child a Reader). -Development of Maths – rehearsing basic number skills, use of time and ensuring any learning gaps are suitably filled through EYON (Essex Year of Numbers). -Staff team to have formal opportunities led by SLT to share teaching ideas and needs – aimed at enhancing best teaching practices. 	<p><i>Summer term</i></p> <p>Curriculum Lead: Deputy head.</p> <p>Subject leads. – Curriculum leads <i>termly meetings</i>.</p> <p>PM monitoring and questioning to improve lesson and teaching quality.</p> <p>Establish opportunities for staff to share skills across team. (<i>Termly meetings</i>)</p>	<p>curriculum lead trainings.</p> <p>External trainings and inputs</p> <p>Online training to upskill less experienced teaching staff.</p> <p>Teaching resources.</p> <p>QA inputs including external and specialist supports.</p>	<p>policy leading to measurable progress for all students.</p> <p>Individualised plans are in place and being fully implemented.</p> <p>Lesson observations and peer learning is culturally established across the school.</p>
<p>To ensure arrangements for reporting concerns regarding pupil wellbeing and safety accord with KCSiE 2023 and WTTSC 2023) and incorporate engagement of HT in oversight alongside DSL.</p>	<p>KCSiE (Sept 23) is actively utilized to ensure that all reporting arrangements are consistent with statutory requirements.</p> <p>External audit to scrutinise safeguarding processes for feedback to D/DSL team, skilled development and accountability.</p>	<p>Formal opportunities are provided to enable all staff to become fully acquainted with KCSiE (23 and WTTSC 23) and their roles in reporting, including to HT <i>Termly meetings to discuss statutory guidance</i></p> <p>March 2024</p>	<p>DSL and HT time</p> <p>External safeguarding auditing company. Funds. D/DSL time.</p>	<p>Reporting of all wellbeing issues are consistently being made, recorded and acted upon.</p> <p>Positive report from external professional safeguarding body with further suggestions to continue developing this practice in line with changing needs.</p>

<p>To ensure staffing cover is available at all times so no gaps in cover exist when staff are absent and high quality teaching remains in every lesson.</p>	<p>SLT to review cover arrangements and staffing resources to produce a strategy for cover in the absence of staff.</p> <p>Teaching staff to work in teams of two; class teacher and HLTA, so that support staff are developed sufficiently to cover teachers where required.</p> <p>Implementation of non-contact time (1/2 day per week) for each class teacher, and 1 lesson per week for each HLTA subject lead for planning time.</p>	<p>SLT time <i>(Review completed by June 2024)</i></p> <p>Deputy Head to allocate and manage on daily basis. <i>March 2024, review May 2024.</i></p> <p>Deputy Head and HT to allocate <i>March 2024 and review before Easter 2024.</i></p>	<p>Deputy Head, staff rota and timetable.</p> <p>High staff wellbeing, first class support for staff, and fast addressing of any issues as they emerge, to secure retention of staff.</p> <p>Keen listening ear to any feedback from staff requiring changes being made, and quick implementation.</p>	<p>Staff cover is available at all times.</p> <p>Staff feel able to cover lessons to a good level of professionalism and pupils can continue their learning progression.</p> <p>Staff feel supported and have time to consider their work with care and thought.</p> <p>Staff report their wellbeing at work is improved.</p>
<p>Strengthen ICT CPD arrangements</p>	<p>ICT Lead to be given assistance to develop knowledge of new ICT courses (Entry levels, Functional Skills and Foundation GCSE Computer Science).</p> <p>ICT Lead to research and resource excellent equipment of suitable standard for completing KS4 qualifications.</p>	<p>ICT Lead and discussions in supervision with Deputy Head <i>(Plan in place by Summer 2024)</i></p> <p>Further develop ICT hardware and software to ensure best resources are available to students. <i>(Review Easter 2024)</i></p>	<p>Leadership and ICT Lead time.</p> <p>Purchase of new ICT equipment in line with assessed needs</p>	<p>ICT Lead is able to take forward the plan with regard to ICT developments across the whole school</p> <p>Appropriate ICT equipment is in place and being utilised</p>

Building a skilled workforce

As included in the Strategic Development Plan for 23/24, Leaders remain conscious of the fact that the delivery of high-quality school provision is dependent on the ability and skills of all staff to work collaboratively on behalf of students. It is a priority of leadership to utilise the staff performance and appraisal system coupled to the provision of opportunities for staff development and training. It is recognised that processes for the recruitment, selection and appointment of staff is critical to this process alongside the opportunities for personal development. It is a considered view that significant progress has been made in securing a strong and committed workforce operating within the values of the organisation and the impetus for continuous development remains a priority.

During the year it is further planned to formalise data arising from individual staff performance appraisals and to use these to develop a coherent staff development plans. This will incorporate internal school opportunities through INSET and other means, alongside some external and specialist inputs such as child protection, behaviour management and subject leadership skills. Additionally, arrangements for staff supervision will be further enhanced to enable individual staff members to share any concerns or ideas and to be supported in their work at the school. This is as part of the school's commitment to staff welfare and wellbeing.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
To ensure that recruitment, selection and retention processes lead to the development of a skilled and committed workforce.	<p>Maintain arrangements for the effective processes for staff recruitment, retention and selection.</p> <p>SLT to conduct an annual review of staff skill levels pertinent to curriculum implementation and effective pupil support. (This includes the role of the Business Manager, recruited to create space within Teaching SLT for this to happen.)</p>	<p>SLT to maintain the cycle of Appraisal and staff development plans and report by <i>Autumn 2024</i>.</p> <p>SLT to conduct a formal evaluation of systems and processes and impact of staffing skills by <i>Autumn 2024</i>.</p>	<p>Leadership time</p> <p>Documentation to support effective staff recruitment, development and performance monitoring.</p>	Staff team fully staffed with well-qualified, skilled and experienced staff.
To develop the use	Establish arrangements for external	SLT to establish a suitable	SLT and staff time.	HLTAs are able to

of HLTAs	<p>training (Higher Level Teaching Assistant) training course and accreditation.</p> <p>Internal training to be conducted on school procedures and teaching roles through mentoring in class teams and training.</p> <p>Deeper knowledge to be included in how the day/week/role works in order to best aid teachers.</p>	<p>external and internal training programme for HLTAs. <i>(Programme to be implemented in full by Summer 2024)</i></p>	<p>Use of external trainers and consultants. Strictly Education.</p> <p>Teacher supervision time for HLTA.</p>	<p>perform their roles across the school in conjunction with teachers and to the full benefit of students in their individual learning.</p>
To deliver elements of training for TPP leads	<p>The TPP leads on SLT need to deliver 9 elements of training to get the whole school qualified. The aim will be to deliver three of these elements this academic year in twilight and INSET days.</p>	<p>Training plan to be agreed by <i>Easter 2024 with implementation during 2024/25.</i></p>	<p>Staff time and training resources. The Hive (ECC) resources. TPP Leads.</p>	<p>One third of the elements (1-3) will have been delivered this academic year with a plan in place for the delivery of the remaining elements <i>by Summer 2025.</i></p>
To deliver elements of training for SEMH	<p>Two SEMH leads on SLT to complete training and plan to cascade training to teaching staff at twilights and INSET days.</p>	<p>Training plan to be agreed by <i>October 2024 with implementation during 2024-2025.</i></p>	<p>Training time both for SEMH leads and teaching staff.</p>	<p>Teaching staff are able to use SEMH good practise in managing behavioural aspects of children's SEND needs.</p>
To enhance school approaches to staff	<p>Develop subject specific CPD.</p>	<p>Curriculum and subject leads to</p>	<p>Curriculum and Subject</p>	<p>Systems and</p>

wellbeing	<p>Provide more non-contact time to half day a week per subject lead and 1 hour per HLTA.</p> <p>Create more opportunities for staff to voice their opinions on teaching standards and practices.</p> <p>Increase resources for subjects being taught to increase imaginative teaching and job satisfaction.</p>	<p>develop a clear plan based on enhancing staff wellbeing. The plan to incorporate resources needed and processes to enable staff to have a greater voice in the school objectives. <i>(Plan to be created by Easter 2024 with implementation across the year 24/25).</i></p>	<p>Leads' time.</p> <p>Potential resource implications to ensure staff have the tools to provide imaginative and exciting teaching.</p>	<p>processes to aid staff in their roles are in place and operational.</p> <p>Staff surveys show greater levels of job satisfaction and personal wellbeing.</p>
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Communications and information

During 2023-24 Leaders have taken steps to strengthen arrangements and systems to enable parents, carers and others to communicate with the school and for the school to provide good quality information about the progress being made, either for individual children or on a corporate school basis.

This year, 24/25, it will be a priority to strengthen further information provided on the school's website and to enhance parent partnership arrangements. The school will also continue to build effective partnerships external agencies, schools and bodies to share practice ideas and to use joint resources to best effect.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
To improve the information provided on the website	<p>Increase opportunities to share the academic progress being made by students including displaying case studies of pupil pathways and the progress they make.</p> <p>Share pupil premium data as in</p>	<p>Subject leads to collate information on pupil achievements – not only academic but also to display success in other ways. <i>(Ongoing)</i></p>	<p>Subject lead time.</p> <p>SLT time</p>	<p>Surveys show increased awareness of school activities and successes. Parents and carers feel more involved in the school and report improved access to information.</p>

	<p>24/25 the school will be compulsorily bound by virtue of 5+ numbers.</p> <p>Review the sharing of proprietor phone numbers so that reasonable contacts can be made with them out of usual school hours.</p> <p>Enhance the provision of financial data on income and expenditure for Local Authorities.</p> <p>Share exam results and other specific achievement information.</p>	<p>SLT to collate this information and establish a plan for sharing with parents, carers and external bodies. <i>(Termly throughout 24/25)</i></p> <p>Create a framework for financial data sharing as required by LEA's. <i>(By summer 2024)</i></p>	<p>Admin time. Administration time and resources to develop suitable accounting tools.</p> <p>“</p> <p>“</p> <p>“</p>	<p>Information is clearly displayed on school website.</p> <p>“</p> <p>“</p> <p>“</p>
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Joint working arrangements

For 24/25 there will be a stronger focus on the consistent implementation of policies and the engagement of students, parents, staff and external agencies in delivery of quality provision. This will incorporate increase careers information and opportunities for students to visit public institutions and services. As outlines above, an aim will be to strengthen opportunities around science subjects linked to joint working and partnership arrangements with external bodies. There will also be a focus on learning outside the classroom with trips and activities for each subject.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
To develop work experience	Subject Leads to utilise the curriculum to determine how work and career opportunities	Subject Lead time, to submit plans and ideas by the end of Summer Term	SLT and subject Lead time. Training resources	Students have greater opportunities with regard to careers and

opportunities for Years 10 and 11 through career programmes and activities.	can be created for year 10 and 11 students (who are able to re their SEMH needs and length of time in the school.) SLT to endorse plans, which actively promote good career and further training opportunities for students.	2024. SLT to agree plans and formulate suitable programmes by Autumn 2024.	Training costs	further training
To develop more opportunities for learning and teaching outside the formal classroom.	Subject Leads to consider how opportunities for learning outside the classroom can be incorporated into school programmes. SLT to agree activities and formulate a plan accordingly.	Subject Lead time, To submitted plans and ideas by the <i>end of Summer Term 2024</i> . SLT to agree plans and formulate suitable programmes <i>by Autumn 2024</i> .	SLT and subject Lead time. Training resources Training costs	Students have greater opportunities for learning outside the classroom, which are being monitored for quality and best outcomes. One offsite trip / onsite activity per year for each subject: English, Maths, Science / IT, Art.
Develop parent partnerships through enhanced joint working opportunities	SLT to lead on the provision of training opportunities on sleep hygiene in order to improve student attendance. Parents/carers to be invited to training on attendance tools, resilience building, establishing routines and the importance of good school attendance.	SLT to establish training programmes <i>by Easter 2024</i> SLT to create a training programme for parents/carers <i>by Summer 2024 for implementation during the first term of 2025</i> .	SLT and subject Lead time. Training resources, e.g. Infolink and The Hive. Training costs	Training and support programmes for parents/carers are in place and being fully implemented.

Develop partnerships with other similar small SEND schools	<p>To share specialisms, knowledge, and sometimes resources.</p> <p>To meet regularly to support, share information and skills, upskill each other. Sharing of resources and key staff skills.</p>	HT to reach out to similar small SEND schools through EPHA, ESSET and Small Schools Network <i>by summer 2024.</i>	<p>HT time, SLT time to liaise.</p> <p>Resources to be discussed and shared dynamically as liaison develops.</p>	SLT have a useful and enhanced resource base of staff time, practical resources, skills and provisions to share across schools through collaboration.
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Safeguarding/Child Protection and Promotion of Student Wellbeing

The school will continue to place high priority on keeping children safe at all times and promotion of their wellbeing. This remains a top priority for the school through the effective implementation of the Child Protection/Safeguarding policy, careful assessment of individual situations where concerns may arise and building staff knowledge of types of harm, including what actions to take to report issues in line with Statutory Guidance. During 2024-2025 the aim will be to further enhance reporting arrangements to continue to provide all staff with the skills they need in this complex area of work and to maintain close working relationship with the Local Authority with regard to potential issues of concern. Updates to KCSiE and WTTSC will also form the basis for ongoing staff training.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
Provide all staff with updated training and support on Statutory Guidance (KCSiE 2023 and Working Together to Safeguard Children, role expectations and types of harm;	<p>Training and support programme to be in place for 2024 -2025.</p> <p>Weekly slot at staff meeting for safeguarding 'drip-feeding' training.</p> <p>Full audit of safeguarding practice by external consultancy to review quality of procedures, records, practice and impact.</p>	<p>Staff and school leaders with input from external consultancy where needed;</p> <p><i>(Ongoing throughout 24/25)</i></p> <p>Audit to be completed in <i>May 2024.</i></p>	<p>Staff and leadership time;</p> <p>Relevant training material;</p> <p>The Key, Educare TES, Proactive Safeguarding.</p>	All staff are fully acquainted with the school policy for safeguarding, statutory guidance, types of harm and what to do in the vent of concerns being raised about the welfare of students.

School accommodation and resources

It remains an objective to create resources for all children geared to their individual needs, aspirations and interests. It is intended to enhance these approaches during the **two** years ahead, through enhanced use of external spaces and resources offsite, as well as maximising design and timetabling of current space onsite.

A two-year aim is to explore moving the school to a new larger site, in an equally accessible location for pupil catchment and to enable enhanced resourcing of classrooms and outdoor space. This will serve to give teaching staff greater flexibility in their teaching and increase opportunities for the imaginative delivery of subjects under the curriculum.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
Enhance the provision of accommodation through re-design and/or new additional resources.	<p>Making greater use of larger outdoor spaces such as local playing fields in order to provide a broader range of PE and activities.</p> <p>Providing students with more choices for PE, which take SEMH needs into account – such as competing against themselves or participating in team games.</p>	<p>Lead staff to provide SLT with options for further consideration <i>by May 2024</i>.</p> <p>SLT to agree activities and new locations based on risk assessments. <i>By June 2024</i></p> <p>Teaching staff - PE equipment review and development of a quality PE resource</p>	<p>Staff time and financial resources to hire spaces and to develop suitable activities and programmes.</p> <p>Pe equipment to be sourced.</p>	<p>Students have more opportunities for PE in terms of location, types of activity and means of participation.</p> <p>Students report that they enjoy PE and feel healthier as a result of increased engagement.</p> <p>Students report that they have more fun during breaks and lunch times.</p>

	Develop play times leading to better provision and organisation of games and activities.	offer for lessons, but also during break and lunch times. <i>July 2024</i> Increase student-led games and exercises to enhance social skills and cooperation.		Students' social lives at school develop, friendships continue to develop, as reported by pupils and observed by supervising staff.
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Use of development plan 2024 – 2025

The aim of this plan is to make it workable, achievable and relevant to the school at its current stage of development. It is purposely kept as straightforward as possible and based on key priorities to be achieved during the year ahead. This plan will be shared with all staff at the school and made available to Ofsted inspectors, ISI Inspectors, and the Local Education Authority as part of discussions with school leaders on the progress being made against agreed actions and management priorities. In this way, it is intended that this plan will gain ownership by key stakeholders in the context of shared values and the mission of the school to put children first. It is recognised that the school is making incremental progress and moving through the phases of 'forming' and 'norming' to achieve its objective of being an outstanding provider of services in the area for students whose learning and support needs can best be met at the school.

This plan will be continuously monitored for implementation and used to review progress in line with this ambition. Staff and others are encouraged to contribute ideas to the successful implementation of the plan and the continued success of the school.

Debbie Hanson, Head Teacher

March 2024