

School Development and Improvement Plan February 2023 – February 2024

Introduction and Context

This Development Plan builds on the plan for 2022 – 2023 and seeks to set out the strategic priorities for the year ahead and actions to be taken to meet aims and objectives. Considerable progress was made during 2022/23 to establish core principles and values for operation, and ensuring that school policies detail intent alongside methods to monitor their implementation and impact. A particular focus was given to the school curriculum and teaching standards with the aim of enhancing the quality of education for all students at the school. Additional attention was given to the appointment of a SENCO and updating processes whereby teachers are given support and training to help develop their teaching skills, experience and knowledge in key subject areas. School policies have also been updated in line with Regulations, Statutory Guidance and best practice initiatives.

For purposes of context, Clarity Independent School opened in June 2019 for twelve children aged 6 to 14 years with special education needs and is now open for up to and including 16 years of age. Children are referred to the school by Local Authority Statutory Assessment Teams in order to enhance their education and learning and to actively promote their wellbeing.

Leadership, management (L&M) and external challenge

School leaders are fully committed to the provision of high-quality teaching and care based on a comprehensive awareness of the individual needs of each child, coupled to tailored learning and support plans. They also seek to achieve best outcomes for all the children placed at the school and outstanding grades for performance as measured against outcome dimensions set out in the Children Act 2004 (10):

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

School leaders and staff have high aspirations for all children placed at the school in parallel with the creation of a school culture of performance, skilled teaching, child safety and endeavour. In essence, the values of the school are to put the needs of children first through the provision of skilled teaching and support, establishing a school culture that ensures everyone is working to the same objectives, staff have good development opportunities to maintain their skill levels and systems enable effective communications between children, parents/carers, staff and leaders. In effect, it is recognised that there is a continuous requirement to maintain management focus on the core values of the school and associated elements that contribute to organisational success in the paramount interests of the children and families we serve.

Continuous reviews will be conducted to test whether development objectives are being met followed by an end of year evaluation of achievement and setting of objectives for the following year.

L&M Objectives	Actions	Delegations, time scale	Resources	Outcome measures
<p>As an on-going process secure full implementation of school policies – Standard 8 ISSR’s</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>SLT networking with other school leaders and professionals, obtaining consultancy to help bring the school to good then outstanding (our ambition). Leadership to finish NPQ qualifications.</p> <p>Continue to establish and develop the SENCO role in the school to actively promote best practice approaches to education, learning and welfare for children placed at the school.</p>	<p>All school staff INSET programme for 23 – 24 in place and being enacted;</p> <p>SENCO role to be reinforced to ensure they have sufficient authority to intervene in plans and style of teaching;</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>INSET and training time during twilights and staff meetings.</p> <p>QA Systems and processes;</p> <p>Performance monitoring documents;</p> <p>Maintaining a cycle for policy review and updating.</p> <p>Building a SENCO support and training programme for the year;</p>	<p>Staff can discuss their individual roles and accountabilities with regard to policies pertinent to their respective roles;</p> <p>There is evidence of network working and engagement of external advice for the school as a whole;</p> <p>A support and development plan is in place for the SENCO and all school staff demonstrate clear understanding of the role and the authority attached to it.</p>
<p>Continue to test the impact of curriculum implementation through observations, work scrutiny and</p>	<p>Curriculum lead to ensure that teaching staff have a strong grasp on the curriculum and are applying processes to a high level to ensure it meets individual learning needs. Staff to be briefed on sequencing, lesson continuity, presentation of work and review processes.</p> <p>Staff team to develop and share teaching skill across the</p>	<p>On-going with review before the end of the Summer term</p> <p>Curriculum Lead: Deputy head.</p>	<p>Leadership time; Deputy head and curriculum lead trainings.</p> <p>External trainings.</p>	<p>Full implementation of the curriculum and policy leading to measureable progress for all children.</p> <p>Individualised plans</p>

<p>applied QA - Standards 1 and 2 Quality of Education provided and personal development (PSHE)</p>	<p>team, time to develop subject knowledge and improve skills for consistency across classes.</p> <p>Communication with parents, pupils, LEA, staff teams, leadership, website.</p> <p>Senior leaders to conduct observations.</p> <p>Set high expectations and challenge, excellent role models within staff team and pupils as mentors.</p> <p>Pupil self-reflection to include a higher standard of assessing learning and presentation of work.</p> <p>Careers – re-instatement of programme involving specialists.</p>	<p>Subject leads. – Curriculum leads meetings termly.</p> <p>PM monitoring and questioning to improve lesson and teaching quality.</p> <p>Specialist inputs regarding career opportunities and coaching;</p> <p>Establish opportunities for staff to share skills across team.</p>	<p>Online training to upskill less experienced teaching staff.</p> <p>Teaching resources continually being developed.</p> <p>Presentation standards crib sheet.</p> <p>QA inputs including external and specialist supports.</p>	<p>are in place and being fully implemented to deadlines and the necessary standard.</p> <p>Lesson observations and peer learning is culturally established across the school.</p> <p>Work is presented neatly and to a very high standard.</p> <p>Pupils have a higher expectation of their own standard of work.</p>
<p>QA processes are in place and being effectively utilised</p> <p>Evaluate the viability of an Advisory Group to the executive in order to provide objective and independent challenge on the quality of education</p>	<p>Utilise QA system to monitor implementation of curriculum and impact on student learning; child centered</p> <p>Discuss with consultants how an Advisory Teams might be developed and whether this, or other models could be utilised to in-build challenge to the executive.</p>	<p>School leaders and all staff.</p> <p>Support from external consultancy</p> <p>On-going with review before the end of the Summer term 2023</p> <p>Finalise considerations by Autumn 2023 with a view to having a board, or other system in place by December 2023, ready</p>	<p>Leadership time.</p> <p>Staff time.</p> <p>Consultant inputs.</p> <p>Tools and systems to measure outcomes.</p>	<p>A quality assurance framework is fully embedded and is being used to drive continuous improvements.</p> <p>Staff receive feedback on performance in line with appraisal + other planning objectives</p> <p>Audits are available and shared, demonstrating</p>

provided.		for the next annual review of the development plan.		probing, exploratory, investigative check and challenge.
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Building a skilled workforce

Leaders remain conscious of the fact that the delivery of high-quality school provision is dependent on the ability and skills of all its staff to work collaboratively on behalf of children. 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 plan. This will incorporate internal school opportunities through INSET and other means, alongside some external and specialist inputs such as child protection, behaviour management and teaching 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
Continue to build recruitment and selection processes to ensure the school is able to develop and maintain a skilled and experienced workforce.	<p>Maintain arrangements for the effective processes for staff recruitment and selection.</p> <p>In light of the reviews detailed above in L&M conduct an annual review of staff skill levels pertinent to curriculum implementation and effective pupil support.</p>	<p>Maintain the cycle of Appraisal and staff development plans and report by Autumn 2023.</p> <p>Conduct a formal evaluation of systems and processes and impact of staffing skills by Autumn 2023.</p>	<p>Leadership time</p> <p>Documentation to support PM monitoring in place</p>	<p>Staff team fully staffed with well qualified and experienced staff.</p> <p>All staff are clear about their roles, responsibilities and</p>

	This includes the role of the SENCO and Business Manager recruited to facilitate management of workload (Head and Deputy)			<p>expectations, fulfilling their role effectively (not cross over or omissions.)</p> <p>Clear line of communication regarding delegation of roles in absence.</p>
Continue to promote the effective use of staff appraisal systems which engage all staff in their performance in line with school aims and objectives	<p>Staff appraisal system in place and being used to set individual goals and targets.</p> <p>Processes to collate learning from appraisals in development (QA and Lesson Observation policy, QA and PM policy, CPD policy)</p>	<p>School leaders and all staff.</p> <p>Inputs from external consultancy where necessary</p> <p>Review to be completed by January 2024</p>	<p>Leadership time</p> <p>Non-contact time of teaching staff to conduct appraisals and execute training as required.</p> <p>Support resources and systems.</p> <p>Focussed peer observations.</p>	<p>An effective staff appraisal system is in place and being consistently used to enhance individual and corporate performance.</p> <p>Staff are aware of focus areas for improvement; self-directed and whole school.</p>
Enhance the model for staff supervision in order to support staff and provide feedback on performance on a	<p>Staff supervision model being implemented whereby all staff have a mentor who is more experienced than them.</p> <p>Employment assistance programme</p>	<p>School leaders and all staff from all departments</p> <p>Inputs from external consultancy</p>	<p>Leadership time to implement and spend with staff, valuing them, supporting and listening to them.</p>	<p>An effective staff supervision model is in place and being consistently used to enhance individual and corporate</p>

<p>regular basis.</p>	<p>24 hour help line for advice and free (to staff) counselling service.</p> <p>Wellbeing events: gratitude to staff: hard work, support, going the extra mile time + time again, resilience, to build staff team + morale.</p>	<p>Gratitude events (free for staff) at end of each term.</p> <p>Christmas, Easter + Summer events.</p>	<p>Support resources and systems</p> <p>EAP subscription</p> <p>Plans incorporated into budget.</p> <p>Staff wellbeing questionnaires.</p>	<p>performance.</p> <p>Staff feel valued, supported and motivated to continue</p>
<p>In parallel with the above actions establish processes to enhance application of the schools Behaviour Management Policy and reduce levels of challenging behaviours</p>	<p>Applying best practice in managing behaviour and applying measures to ensure we lessen the impact on other pupils and the smooth running of teaching and learning in lessons.</p> <p>Staff group self-reflections regularly, to collaboratively discuss strategies implemented and to upskill choices + delivery through shared practice.</p>	<p>Behaviour policy review by May 2023 with the aim of strengthening approaches to pupil support and challenge.</p> <p>Formal refresher training for all staff Sept 23, followed continuously, informally throughout the year and full formal training at induction for new staff.</p>	<p>Essex Steps training update for school tutor trainers and cascaded to new staff</p> <p>Empathic script, empathic stance. EHCPs section F, staff companions to encourage and self-reflect with. Regular reviews to cement practice.</p>	<p>All staff remain and feel confident in dealing with behaviour needs of children, including physical interventions, are clear on individual EHCP and de-escalation strategies and implementing them with success.</p>

Communications

During 2022-23 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. Consideration has been given to the creation of an Advisory Group or similar model to provide professional challenge to the executive. As referred to in the L&M section above the viability of such a group will be further considered during 23/24 with the aim of having a process in place by the end of 2023 for implementation in 2024.

The school also wishes to continue to build effective partnerships with parents and to enhance information provision, whereby there are open channels of communications in both directions at all times. In this endeavour, the school will continue to advise on the availability of the formal complaints system and policy as provided through the school website.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
<p>Increase opportunities for consultation with parents on general matters falling outside the formal complaints system. The aim, as set out above, is to enhance opportunities for constructive dialogue and to listen to ideas and views with regard to school improvement.</p>	<p>Review of existing arrangements to determine what works well and where changes might best happen.</p> <p>Engagement of parent representatives in discussing the format for communications to build constructive and meaningful arrangements for the school and parents/carers.</p> <p>Review the effectiveness of the website in promoting effective communications;</p> <p>Review of methods of sharing weekly updates for parents; daily, once or twice weekly, and meeting their contact preferences where possible;</p> <p>Pupil voice council meetings once per term.</p>	<p>External consultancy.</p> <p>On-going from Easter 2023.</p> <p>Conduct an annual Website reviewed. By March 24;</p> <p>Continue the use of the Newsletter to ensure it covers everything the school is doing with regard to the quality of education and wellbeing;</p> <p>Arrange a specific INSET to discuss internal and external staff communications systems and effectiveness by January 2024;</p>	<p>Leadership time.</p> <p>Revised communications policy.</p> <p>Documentation for recording issues and actions to be taken.</p> <p>Website builder and leadership time to construct.</p> <p>Head Teacher's half termly newsletters to parents championing the children's success and notifying of school events.</p> <p>Deputy e-safety newsletters half termly.</p> <p>Regular parent workshop events at the school: behaviour, e-safety, and other practises at school to inform and build trust.</p>	<p>Parental communications are effective and timely.</p> <p>Parental views are constructively used to enhance school functioning on behalf of children.</p> <p>Parents events: One Plan reviews and flight plan meetings.</p> <p>Parents trust in the school is built and relationships strengthened across the staff team.</p> <p>Parents have more knowledge of how the school implements its policies e.g. behaviour, reassuring them of expertise of school staff = trust.</p> <p>Parents feel their children</p>

			<p>Head Teacher's achievement board and reports home cards for when a piece of work is of a high standard (to be displayed on the board to demonstrate a particular achievement for that child,) scheduled as routine within One Plan review cycle.</p> <p>Deputy Head time, motivation of students, budget for council ideas to be implemented.</p>	<p>are noticed and have a voice.</p> <p>Pupils have method of formal communication and opportunities for their voice to be heard and ideas implemented. Pupils have support through mentors / companions in addition to teaching staff. Pupils are challenged and motivated to engage in more activities in recreation time.</p>
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Joint working arrangements

During 2022 -23 leaders have focused on policies and gaining ownership across the school with regard to 'intent'. For the year ahead, the concentration will be on the consistent implementation of policies and the engagement of students, parents, staff and external agencies in delivery of quality provision. As covered above, consideration will also be given to the development of an Advisory Group or equivalent model.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
Determine an effective model for external 'challenge' to the executive on the quality and effectiveness of	Consult on situations where such models are in place and how this may result in the development of an appropriate model at the school by January 2024;	School leaders with input from external consultancy.	<p>Engaging interested parties.</p> <p>Establishing the group and supporting meetings.</p> <p>Leadership time, arranged schedules.</p>	Advisory Teams or similar model is up and running, minuted and leading to increased check and challenge, support to the school and provision of expert advice.

provision;				
Continue to develop improved channels of communications with parents, carers and external agencies	Establishment of channels to give parents and others a constructive voice in the operation of the school.	All staff and monitoring by school leaders, parent newsletters, championing their children's achievements and parental support group events throughout 23-24. SENCO in place to focus on building parental relationships through support. Continued reviews and development of website.	Leadership time. Resources to support changes made to existing policies and their implementation. Staff training time. Solicitor advisory service. School improvement cons. Annual parent and pupil review of website.	Parental satisfaction levels are improved and their ideas for school developments are utilised constructively as part of continuous improvement and QA. Clarity of communication through website as a go-to resource for stakeholders.
Continued development of handling of parental complaints	Staff and leadership training to up-skill in the handling of complaints and difficult conversations. Discrete records of complaint handling for strategic oversight of complaint handling process, to allow review, analysis and measurement of impact of complaint handling processes. Regular review and analysis of processes and success. Coaching and feedback from	History: Review of log being collated since Oct 21 and use of Excel Good relationships and early responsive interactions with parents, to increase their confidence in their parent voice being heard.	Complaints toolkit (EPHA). Online training and research into best practice in handling complaints. Discrete complaints log written and implemented. Head teachers' association(s) for advice and mentoring. Time to contact Heads. EPHA (Essex Head Teachers' Association), Belsteds School, NPQ Forum of head teachers	Complaints are handled with increased confidence and professionalism, firmly but kindly actioning best practice in meetings and conduct of all parties. Parents have increased opportunities to have their voice heard, views are listened to and taken into account and final decisions explained carefully,

	experienced Head Teachers in similar schools.		across Essex, Sussex, Southend, Thurrock and Cambridge.	teaching of parental skills (where accepted), behaviour management and school procedures are embedded in complaints handling to empower parents to understand decisions made.
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Safeguarding/Child Protection and Promotion of Student Wellbeing

The school continues 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, building staff knowledge of types of harm and what early actions to take to report issues in line with Statutory Guidance. During 2023-2024, the aim will be to drive an even higher standard of quality of initial records on our concerns reporting system (CPOMS), 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.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
Provide all staff with updated training and support on Statutory Guidance, role expectations	Training and support programme to be in place for 2023 -2024; Stringent monitoring of records from staff and actions taken. Frequent refreshers and	Staff and school leaders with input from external consultancy; Regular attendance at Local Authority network meetings, conferences and	Staff and leadership time; Relevant training material; The Key safeguarding subscription and CPD packages; case study scenario	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

and types of harm;	monitoring staff uptake. Frequent strategic oversight monitoring of effectiveness of safeguarding in a child centered manner.	continuously updating training.	trainings and role play. CPOMS system	being raised about the welfare of students; The updated safeguarding policy is on website by 1 st September each year along with mid-year updates as necessary re Government guidelines.
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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 year ahead through the re-organisation of space at the school. This will serve to give teaching staff greater flexibility in their teaching and increase opportunities for the imaginative delivery of subjects under the curriculum. This has been made possible by creating a newly built staffroom and newly built professional meeting room. It is intended to finish these enhancements by Summer 2023 followed by further attention to the use of school resources to underpin our schemes of work and lesson plans.

Objective	Actions	Delegations and time scale	Resources	Outcome measures
Enhance the provision of accommodation through re-design and/or new additional	Planning permission for sewerage successfully applied for. Building	Awaiting sewerage planning permission to connect final parts and final finishing off to be completed;	Financial resources to complete work to enhance provision and to increase functional spaces Business Manager recruited to oversee project and drive	Accommodation plans have been fully implemented and new spaces are fully functioning Children have more spacious, better equipped classrooms for

resources	<p>improvements - outgrown current building, further use of additional two rooms for more functions</p> <p>Teacher(s) to conduct training to facilitate cookery and Science experiments.</p>	<p>Priority given to Science and Technology through enhanced curriculum planning;</p>	<p>forwards.</p> <p>SLT time to set aside.</p> <p>Planning permission and building regs.</p>	<p>kinaesthetic delivery of enjoyable subjects in smaller groups and increased practical participation.</p> <p>Science and cookery / DT are enabled and improved therapeutic and life skills delivery.</p>
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Use of development plan 2023 – 2024

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. Action plans are already in place to provide more detailed targets with regard to the quality of education provided, safeguarding and leadership. These should be considered when viewing this development plan for the year ahead.

This plan will be shared with all staff at the school and made available to Ofsted 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 children 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

February 2023