

## School Development Plan January 2022 – January 2023

### Mission and values

Clarity Independent School opened in June 2019 for twelve children aged 6 to 14 years with special education needs. 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.

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 well-being.

Taking these dimensions into account at all times school leaders 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.

As a consequence, this development plan for the school is purposely concise in order to maintain keen attention on achievable objectives over a defined period (one year), in recognition of the development of the school since 2019 through usual phases on formation, to implementation and the consistent delivery of best outcomes, as determined through robust evidence and quality control. Naturally, regular reviews will be conducted to test whether set development objectives are being met followed by an end of year evaluation of achievement and setting of objectives for the following year. This development plan should also be considered alongside the detailed Action Plan submitted to Ofsted, which includes delegations, target dates and achievement measures.

The core headings for this plan (2022-2023) based on mission and values set out above are:

- Leadership and management;
- Joint working with other schools and agencies;

- Communications (parents and others);
- Building a skilled workforce;
- School accommodation and resources;

### **Leadership and management**

School leaders will continue to establish a management culture that places the requirements of Part 8 of the Independent Schools Standards at the heart of everything we do. To this end, staff will be reminded of their individual responsibilities and accountabilities to meet the expectations of performance set by the school in the context of the mission and values of the school as a whole. This will be achieved through regular discussion at staff meetings, performance management and appraisal system implementation (policies are established) and engagement in staff in producing ideas for continuous improvement.

Leaders have continued to develop and update school policies in line with regulatory requirements and statutory guidance and see this as a means to set out school intent in the robust delivery of its provision. During the year ahead, the priority will be to ensure that policies are consistently implemented and have good impact on children in terms of their learning and support. Of particular importance will be the systems for performance management, including lesson observations, work scrutiny and peer engagement. Records based on these systems will be enhanced as a means to demonstrating impact.

### **Joint working arrangements**

As a relatively new school, leaders have naturally been concentrating on the 'Intent' stage; development of policies and strategies. As these are now in place there is now greater scope for leaders to focus more on joint working arrangements with other schools and agencies in order to share learning and ideas. To this end, it is planned to establish a school Advisory Group under an independent chair and made up of school leaders and inputs from leaders from similar schools in the area based on reciprocal agreements. The aim will be to assist and support leaders in the delivery of high-quality provision while maintaining sight of external opportunities and threats that might impact on the school and its forward development plans. During 2022 it is the aim to seek suitable nominations to join an advisory group and to hold the first meeting of such a group by the Autumn Term.

### **Communications**

Leaders are aware of the need 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. Currently, although communications are encouraged, they are not as focussed they could be in terms of enabling insight into issues, so that appropriate and concerted actions can be taken. Consequently, leadership time is unnecessarily being utilised in dealing with the same or similar issues, raised separately by parents, carers or others. The establishment of an Advisory Group is seen as being valuable in finding new

ways to respond to issues being raised but this would not reduce the volume of communications on the same issues.

To this end, it is intended to open consultations with parents/carers on the best ways to handle those matters and issues that fall outside the complaints system, whilst ensuring the school is listening and responding well to pertinent 'concerns'. To this end and as part of a consultation process, the development of a Parents Forum will be considered whereby a formal constitution will be formulated, including the appointment of a parent chairperson. The overall aim will be to channel the parental view of the school in a way that will avoid the current approach from multiple sources, and facilitate a more efficient use of time and resources by the school in responding to legitimate matters, either positive or otherwise. 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. It is planned to open this consultation by Easter 2022 and, subject to interest, to have a Parents Forum in place by Autumn 2022.

### **Building a skilled workforce**

Leaders are highly 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 fully implement the staff performance and appraisal system coupled to the provision of opportunities for staff development and training. The Action Plan submitted to Ofsted contains targets for staff development in line with meeting regulatory requirements and continuous improvement. Further school development plans build from there. 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.

During the year it is 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 teaching skills. Additionally, it is planned to have in place a full system for 'supervision' 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 well-being.

### **School accommodation and resources**

As a relatively new school, leaders have paid constant attention to the arrangements and organisation of accommodation and use of classroom and other resources. The aim has been to ensure that accommodation best meets the needs of the children placed at the school in providing suitable and stimulating teaching environments. Furthermore, it has been 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 creation of a third classroom – achieved 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 will be made possible by creating a newly built staffroom and newly built professional meeting room. It is intended to make these changes by Easter 2022 followed by further attention to the use of school resources to underpin our schemes of work and lesson plans.

### **Use of development plan 2022 – 2023**

As indicated above 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**

**January 2022**