Legend: Specialism | Inset | Review and Evaluate | Resources / Equipment | Staffing | LA Support | Other

	Teaching and Learning	Staff Development
Target	*To continue to develop and refine our ability to deliver the highest quality of teaching and learning opportunities, to meet the needs of all learners.*	*To ensure that all staff have access to high quality CPD opportunities that enable us to maximise our pupils' potential.*

2016 – 17

Teaching and Learning:
- To review the content, language and structure of the Curriculum Framework.
- To review and evaluate the PSHE section of the Curriculum Framework.
- To review the extent to which our current format for lesson observations meet the needs of all stakeholders.
- To review and evaluate the effectiveness of our approaches to planning for and delivering differentiated learning across the curriculum.
- To review the effectiveness of Extension Activities for ensuring sustainable target related learning.
- To review and revise current systems for formative and summative assessment to allow for greater flexibility in retrieval and analysis of information.
- To broaden the use of Wikis for promoting self-advocacy and information sharing.
- To develop a concept of key skills in RE.
- To identify alternative approaches to accreditation at KS4.

Staff Development:
- To establish processes by which we can enable the consumption of and engagement in research, including an agreed definition of 'research' in all its forms.
- To consider how to fully engage with the TDT.
- To develop our professional knowledge and understanding of mental health for students with SEN.
- To evaluate the way in which our school's aims, values and ethos underpin our day to day practice.

2017 – 18

Teaching and Learning:
- To have implemented the use of the revised assessment system.
- To review the teaching and learning of reading.
- To explore the potential of eye gaze technology for augmenting communication opportunities for our students.
- To review the need for an Independent Living Skills Assessment.
- To review and evaluate the PE section of the Curriculum Framework.
- To review and modify the FWS Assessments.
- To have implemented a concept of progression for key skills in RE.
- To develop a concept of key skills in Science.

Staff Development:
- To embed the agreed process by which we can enable the consumption of and engagement in research.
- To deliver a whole school inset with particular reference to basic functional motor skills and developing movement patterns.
- To have evaluated the impact on CPD of having fully engaged with the TDT.
- To review the application/interview process for CSOs.
- To review the induction process for all staff including content and time of delivery.
- To review the mentoring induction process for new staff (not NQTs).

2018 – 19

Teaching and Learning:
- To review the effectiveness of the revised assessment system for class staff, subject leaders, SLT and external parties.
- To review the teaching and learning of writing.
- To develop a concept of key skills in Drama.
- To develop a concept of key skills in MFL.
- To have implemented a concept of progression for key skills in Science.
- To review and evaluate the effectiveness of the use of Wikis for promoting self advocacy and information sharing
- To review and evaluate the Science section of the Curriculum Framework.
- To review the current opportunities for students to specialise or learn more about a chosen subject, hobby or talent.

Staff Development:
- To re-assess the range of Essential Qualifications, seek alternatives and clarify statutory responsibilities.
- To review current practice when working with other professionals.

School Development Plan 2016 - 2019

Premises and Learning Environment	Finance and Governance	Community Links and Inclusion
To ensure that the school provides a stimulating and dynamic place in which to learn.	*To ensure that the school has robust financial systems and strong governance.*	*To continue to develop inclusive opportunities within wider communities and to break down barriers for children and young adults with SEN.*

Premises and Learning Environment

To review the efficacy and child experience of bathrooms.

To review classroom provision for secondary classes and to create an action plan.

To complete work to wrap the wildlife garden from 5fg classroom around to the GC building.

To review the quality of experience of school dinners in order to inform the renewal of contracts.

To review the impact of the new GC building upon the role of the site manager.

To plan for the implementation of a suitable secondary play area.

To review the GC curriculum in the light of the new GC building and its resources.

To share best practice in the use of outdoor learning spaces.

To have begun to implement the action plan to develop secondary classes.

Finance and Governance

To ensure the budget monitoring system is fit for purpose and is reflected in the Finance Policy, including the separately managed GC finances.

To maximise the income generated from the hire of school facilities, underpinned by a consistent lettings policy.

To identify a budget for external play spaces.

To consider the pros and cons of academisation as a whole school community.

To review the use of subject based budgets which service further functions across the school.

To have identified and allocated suitable funding for the redevelopment for the secondary classrooms.

To reconsider financial planning in the light of national funding changes.

To review the benefits of leasing versus purchasing of the school minibuses.

To create an annual contract monitoring system to deliver best value.

Community Links and Inclusion

To consider opportunities for whole school events during the first half of the Autumn term.

To review the extent to which the school delivers effective pastoral care for students.

To review the extent to which the Local Offer meets the needs of families with pupils at FWS.

To review and evaluate the potential for Post 19 provision.

To review and evaluate the quality and quantity of holiday/after school opportunities.

To review and evaluate transition systems.

To consider opportunities for the sharing of multimedia outcomes more widely through social media.

To explore a fully funded, proactive model for supporting partner schools.

To review and evaluate the need for and viability of wrap-around care.