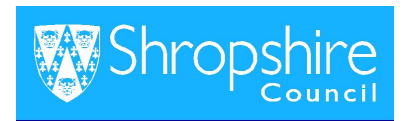


School Development Plan

The Keystone Academy



Culture of high quality education - T & L

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 10

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

- 1: Staff will have a good understanding of the Instructional Core, knowing that it underpins all learning and teaching and will continually reflect upon and adjust their practice to provide bespoke learning experiences that engage and inspire pupils.
- 2: Teachers will have the necessary knowledge and skills to ensure lesson content is relevant and sequential and learning is broken down into manageable chunks, so that progress is made.
- 3: Opportunities are created to collaborate across the school and wider trust, allowing good practice to be shared, enabling a culture of reflective practitioners to be developed

Intent: To develop and maintain high standards of learning and teaching across the academy, based upon the Instructional Core, ensuring all staff are reflective practitioners who inspire all children to be curious and enquiring learners.

Impact: There will be a high level of engagement from pupils, demonstrating enthusiasm and curiosity about their learning.

To create a culture of lifelong learning and development, recognising practitioners as experts in their field, ensuring that all staff maximise their potential, resulting in high quality impact on pupil outcomes.

Lessons will be at least good across the school, demonstrating positive outcomes for all learners.

Staff will feel supported and be confident to provide high quality learning experiences for all of our complex learners. Staff become lifelong learners with a desire to improve practice through personal development. Staff will have autonomy to lead areas and groups, sharing good practice, collaborating widely on all aspects of school life.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Instructional Core - CPD	HEAD	31/07/24	Not Completed
Planning	DB	21/12/23	Not Completed
Engaging learners - questioning	DB	31/07/24	Not Completed
Engaging learners - technology	DB	31/07/24	Not Completed

Staff collaboration - coaching model	HEAD	31/07/24	Not Completed
Supporting learning - TAs	DB	31/07/24	Not Completed
Quality assurance	HEAD	31/07/24	Not Completed
Professional Development Plans	HEAD	31/07/24	Not Completed
Feedback	DB	31/07/24	Not Completed
Assessment	DB	31/07/24	Not Completed

Culture of high quality education - curriculum

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 11

Cost: £

Responsible: DB

Staff time: h

Monitor: HEAD

- **1:** The Key Stage 4 curriculum provides the breadth of options and qualifications to ensure learners are well prepared for their chosen post-16 options and adulthood
- **2:** The KS2-4 learning journey is coherently planned, demonstrating clear progression, sequencing of knowledge and skills that build upon prior learning, providing experiences and cultural capital so as to prepare pupils to be successful citizens of the future.
- **3:** All stakeholders have a shared understanding of our CLEAR curriculum intent - Collaborative, Learning focused, Engaging, Ambitious and Relevant, which is evident in planning and professional dialogue.
- **4:** A well considered careers curriculum and strategy, based upon the Gatsby Benchmarks, provides opportunities for learners from KS2-4 that inspire curiosity, aspiration and increase employability.

Intent: To develop a specialist curriculum that recognises the complexities of pupils' needs, identifies gaps in learning, enabling specific and focused knowledge and skills to be developed.

Impact: The specialist curriculum engages all learners, regardless of their needs, inspiring curiosity and a joy of learning.

To build and strengthen the KS2-4 learning journey, demonstrating a sequential curriculum that prepares pupils for the next stage of their education and life.

The curriculum is underpinned by quality planning, practice and assessment with an enquiry-based approach threaded through all subject areas, embodying the CLEAR intent.

To embed an enquiry-based approach to learning.

Monitoring / Evaluation: -

To embed a shared understanding of our CLEAR curriculum intent - Collaborative, Learning focused, Engaging, Ambitious and Relevant.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
KS4 curriculum & qualifications	DB	31/07/23	Not Completed
Careers - Gatsby audit	BG	22/12/23	Not Completed
Careers - Y10 work experience	BG	31/07/24	Not Completed

CPD - CLEAR intent	DB	31/07/24	Not Completed
Scrutiny of planning	DB	31/07/24	Not Completed
KS2-4 curriculum development	DB	31/07/24	Not Completed

Culture of high quality education - Literacy

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 12

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

- **1:** There is a shared understanding that oracy is central to all learning.
- **2:** Teacher benchmarks for oracy are evident across the curriculum, demonstrated through planning, teaching and pupil feedback.
- **3:** The environment throughout school is 'communication friendly', with consideration for differing SLCN.
- **4:** Staff are skilled to teach reading across the school, ensuring all levels of readers are supported across the curriculum.
- **5:** Pupils' progress in reading is evident through robust analysis of assessment and intervention data.

Intent: To develop a culture of oracy, enabling all pupils to access and benefit from a high-quality oracy education.

To embed reading as a master skill across the curriculum.

Impact: Pupils will be equipped with the skills and confidence to communicate their ideas, supporting, reinforcing and embedding learning across the curriculum. Pupils will develop effective skills to collaborate, explore and build relationships that promote enthusiasm and curiosity for learning. Pupils can communicate effectively with others, developing speech, language and social communication skills.

Pupils make progress in reading, become more confident readers and are able to access the wider curriculum independently.

Pupils overcome barriers to accessing the curriculum, leading to better outcomes.

Pupils with specific reading and SLC difficulties (e.g. SpLD, Dyslexia, language processing) are identified and appropriate interventions enable improved skills and confidence as speakers, thinkers and readers.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Oracy whole school audit	HEAD	31/07/23	Not Completed
Oracy teacher benchmarks	HEAD	31/07/24	Not Completed
Communication friendly environment	HEAD	31/07/24	Not Completed
Daily reading	LR	31/07/24	Not Completed
Reading interventions	DB	31/07/24	Not Completed
Vocabulary	DB	31/07/24	Not Completed

Culture of high quality education - SEND

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 13

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

- **1:** Staff have a good understanding of neurodivergent learners, their learning preferences and needs, embedding into practice within and beyond the classroom.
- **2:** Person Centred Plans (PCPs) are meaningful, engage pupils in their own learning journey and accurately measure progress and impact against targets.
- **3:** Progress in the social and emotional development of all pupils is evident, through purposeful use of Boxall Profile data.
- **4:** Staff have a good knowledge and understanding of keys areas of SEND, focusing specifically on: ASC, ADHD, SLCN, sensory processing, SEMH – mental health
- **5:** Quality differentiation is embedded across the curriculum and throughout the environment, to meet all learner needs

Intent: To ensure the different SEN of all pupils are understood and adapted to, enabling everyone to be fully included in all activities and learning opportunities across the school.

Impact: Pupils' needs are understood holistically and met effectively, allowing for a well-rounded and supportive education.

To ensure EHCP outcomes of all learners are met.

Staff are confident to differentiate the curriculum to meet all learner needs.

Pupils make at least expected progress against their EHCP outcomes.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
SLCN	HEAD	31/07/24	Not Completed
Autism	HEAD	22/12/23	Not Completed
Sensory integration	KT	31/07/24	Not Completed
Boxall Profiles	KT	31/07/24	Not Completed
Differentiation & adaptation	HEAD	31/07/24	Not Completed

Culture of safeguarding

RAG: ● Amber

Status: In Progress

Cost: £

Staff time: h

Dates: 01/05/2023 to 31/08/2024

Ref: 14

Responsible: BG

Monitor: HEAD

Success Criteria:

- **1:** Authentic relationships are established between all stakeholders, ensuring a culture of trust and safety is embedded throughout the school.
- **2:** All pupils feel safe, have a 'safe' adult with whom to communicate in times of difficulty / challenge or crisis and are fully aware of safeguarding systems and processes within school.
- **3:** All staff are trained and able to articulate the school's approach to safeguarding, confident in their use of systems and processes within school and are aware safeguarding is a priority for everyone.
- **4:** Clear lines of communication are embedded with all stakeholders, including parents / carers and external agencies
- **5:** Procedures and support systems are in place to prevent bullying or child-on-child abuse. When incidents do occur, they are responded to efficiently and effectively, ensuring all parties are supported and the bullying stops.
- **6:** All governors are trained in safeguarding and the LSB provide robust quality assurance, support and challenge, ensuring statutory responsibilities are met.

Intent: Safeguarding is cultural throughout the school, with all training, protocols and processes fully up to date and firmly established.

Regular communication is embedded into routines and systems, cases are regularly reviewed for maximum impact on pupils' safety and wellbeing.

Impact: A culture of safeguarding is evident in every aspect of school life, with all staff appropriately trained and confident with expectations, protocols and processes, ensuring all pupils are safe and can thrive.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Safeguarding audit	BG	30/09/23	Not Completed
KCSIE - annual updates	BG	01/09/23	Not Completed

Staff training	BG	31/07/24	Not Completed
Digital technology - review & monitor	DB	31/10/23	Not Completed
Preventing bullying	BG	22/12/23	Not Completed
PSHE / RSE curriculum	BG	31/07/24	Not Completed
Relationships & communication	BG	31/07/24	Not Completed

Culture of attendance

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 15

Cost: £

Responsible: DB

Staff time: h

Monitor: HEAD

- 1: An environment and culture is created whereby pupils attend school and feel safe, valued and heard, empowering them to thrive in and out of the classroom.
- 2: Processes and procedures are in place to ensure early identification of attendance related concerns
- 3: Attendance data is reviewed and analysed regularly, leading to identification of barriers and appropriate support leading to improved attendance.
- 4: All pupils make progress with their attendance from their starting point, achieving their individual targets set.
- 5: Whole school attendance will at least match national average for special schools (84%) and will compare with YES Trust special school (Axis) attendance data

Intent: Positive attitudes to attendance is cultural throughout the school, with processes and protocols fully established and embedded.

Impact: All pupils who attend Keystone feel safe and happy.

Regular communication is embedded into routines and systems, cases are regularly reviewed for maximum impact on pupils' safety and wellbeing.

Good attendance leads to improved safety, welfare and outcomes for all pupils

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Policy & procedures	DB	30/09/23	Not Completed
Pastoral Support Team	BG	30/09/23	Not Completed
Incentives	DB	31/07/24	Not Completed
Analysis of data	DB	31/07/24	Not Completed
Strategies and interventions	DB	31/07/24	Not Completed
Attendance and MH	BG	31/07/24	Not Completed

Culture of trauma-informed working

RAG: ● Red

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 16

● **1:** Staff have a shared understanding of trauma-informed approaches, implementing various actions and interventions to 'protect, relate, regulate and reflect' in all aspects of school life.

Cost: £

Responsible: BG

● **2:** Staff know and understand how to have emotionally healthy and available relationships, based upon attachment theory.

Staff time: h

Monitor: HEAD

● **3:** A graduated approach to identifying and supporting emotional wellbeing and mental health needs is in place, enabling differentiated, tailored and bespoke provision.

● **4:** Policies reflect a trauma-informed approach, assisting in embedding practice across the academy.

Intent: Positive attitudes to emotional wellbeing and mental health is cultural throughout the school, embedding practices to 'protect, relate, regulate and reflect'.

Impact: Pupils, families and staff feel supported, valued and cared for, with access to advice and / or signposting to external agencies.

A collective understanding of trauma-informed working is embedded throughout the school.

Staff are confident to respond to trauma and mental health concerns effectively, ensuring pupils and families are cared for and receive the support they need.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Senior MH Lead	BG	31/07/24	Not Completed
Trauma-informed audit	BG	30/11/23	Not Completed
Training	BG	31/07/24	Not Completed
Graduated model for MH support	BG	31/07/24	Not Completed
ELSA	BG	31/07/24	Not Completed
Art Therapy	BG	31/07/24	Not Completed

Culture of positive attitudes to learning

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 17

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

- **1:** A culture of positive attitudes to learning is embedded, where pupils display confidence and positive behaviours for learning.
- **2:** Relationships among learners, staff and visitors throughout the school, reflect the positive and respectful culture and climate.
- **3:** Staff use a variety of techniques in how they support and communicate with children, using adaptive approaches based on individual needs and emotions. Pupils' behaviour is understood by staff as a form of communication.
- **4:** Behaviour strategies and approaches are co-developed and unified to achieve consistency of expectation across school. Strategies used to support pupils reflect what is written in PCPs and are used effectively
- **5:** The instructional core underpins positive attitudes to learning, with lesson content relevant and appropriately pitched so that all pupils can access learning, fully engage and participate in learning activities
- **6:** All staff feel empowered and have the autonomy and responsibility at their level to act upon poor behaviour, engagement and attitudes to learning.

Intent: To embed a culture of positive attitudes to learning amongst all pupils, where learning behaviours are taught and celebrated.

Impact: Pupils become powerful learners with enquiring minds, confident to take risks in their learning and equipped with the skills to explore, evaluate and apply new knowledge and understanding.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Behaviour for learning	DB	31/07/24	Not Completed

Behaviour is communication	HEAD	31/07/24	Not Completed
Strategies on PCPs	KT	31/07/24	Not Completed
Differentiation	KT	31/07/24	Not Completed

British values

RAG: ● Red

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 18

● **1:** . Pupils engage in enrichment activities such as Duke of Edinburgh, school council, that develop skills of citizenship and responsibility.

Cost: £

Responsible: BG

● **2:** The PSHE / RSE curriculum embed learning and experiences to teach about the British values.

Staff time: h

Monitor: HEAD

Intent: The school community have a shared understanding of the British values of mutual respect, tolerance, individual liberty, rule of law and democracy.

Impact: Pupils understand their responsibilities as citizens, engaging in positive community activities, becoming positive role models.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Duke of Edinburgh Award	DB	30/12/23	Not Completed
School council	BG	31/07/24	Not Completed
Enrichment trips / visitors	BG	31/07/24	Not Completed
John Muir Award	DB	31/07/23	Not Completed

Leading with passion

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 19

- **1:** Cohesion is established through a culture where all stakeholders know and understand the strategic direction of the school, both short and long term
- **2:** Every member of staff is a leader of learning, intrinsically motivated and passionate for their area of expertise.
- **3:** Data is used to inform strategic decisions and to measure impact on the holistic progress and development of pupils.

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

Intent: Leaders will ensure Keystone Academy grows and develops effectively, ensuring the school culture places the instructional quality and pupils' holistic achievements at the heart of practice.

Impact: The pupils' learning journeys will be at the very core of all that is co-created and collaborated upon, so that all pupils maximise their potential. Staff feel valued, empowered and motivated to continually improve their practice, understanding their accountability for leading and impacting on outcomes. Leaders support and identify opportunities for staff growth and development across the school

Using an 'Instructional Leadership' approach, leaders will model, nurture, support and challenge staff, embedding a culture of reflective practice which continuously improves.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Growth of senior leadership team	HEAD	01/09/23	Not Completed
Everyone leads with passion	HEAD	31/07/24	Not Completed
Robust use of data to inform decisions	HEAD	31/07/24	Not Completed
Bespoke provision	HEAD	31/07/24	Not Completed

Growing our school

RAG: ● Amber

Status: In Progress

Cost: £

Staff time: h

Dates: 01/05/2023 to 31/08/2024

Ref: 20

Responsible: HEAD

Monitor: HEAD

Success Criteria:

- 1: Successful phased growth will ensure placements are available for up to 90 pupils during 23/24 and up to 120 during 24/25.
- 2: Transition to the new build will be well prepared and communicated to all stakeholders.
- 3: The recruitment plan ensures the development of a broad and relevant curriculum is established across KS2-4.
- 4: Transitions for pupils and families are managed and supported, taking into consideration holistic needs, ensuring smooth entry into and throughout the school.
- 5: A whole school approach to digital technology, within the scope of the purpose-built school, will inspire and engage staff and learners.

Intent: The growth phase during 2023/24 will be well planned, enabling effective resourcing and transitions, allowing for projected increase in pupil numbers, staff structure and transition into the new build.

Impact: Pupils and families will be prepared and achieve a successful transition to the purpose built school.

Core values of the academy are further embedded with growth of staff team.

The resourcing and curriculum for digital literacy and technology inspires learners and prepares them for the modern world.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Communication strategy	HEAD	01/02/24	Not Completed
Recruitment	HEAD	01/01/24	Not Completed
Pupil numbers	HEAD	31/07/24	Not Completed
Transitions - new starters	LH	31/07/24	Not Completed

Transitions - current cohort	HEAD	01/02/24	Not Completed
Digital technology - action plan	DB	31/08/24	Not Completed

Local Authority collaboration

RAG: ● Amber

Dates: 01/05/2023 to 31/08/2024

Success Criteria:

Status: In Progress

Ref: 21

- **1:** An outreach training offer will be available for mainstream schools that raises awareness of best practice around inclusion for neurodivergent learners.
- **2:** Appropriate resourcing is available through a banding structure that is well planned, in line with school SEND designation and offer.

Cost: £

Responsible: HEAD

Staff time: h

Monitor: HEAD

Intent: Keystone Academy will become a leader of SEND and inclusion within the local community of schools, feeding into local provision and support for mainstream schools.

Impact: Mainstream colleagues will be supported to develop inclusive practice for neurodivergent learners, improving inclusion, engagement and outcomes for learners.

Collaboration with the Local Authority will ensure pupils across Shropshire receive the very best opportunities both within Keystone Academy and beyond.

Pupils at Keystone Academy will receive the support and funding to ensure the very best opportunities can be provided that will improve outcomes and life chances.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Outreach training offer	HEAD	01/09/23	Not Completed
Banding structure	HEAD	31/07/23	Not Completed