



# Middleton School Plan

**January 2019**

# Aims and Values of Middleton School

## Middleton School

Will provide:

- A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in the school community:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity, ethnicity, gender and sexuality;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services

## **Section 2: Contextual Information**

### **Summary of Strengths and Challenges**

#### **Strengths**

Middleton is an outstanding school (Ofsted 2017) and maintains an excellent reputation in the local community and across the local authority. Many of our informal visits are as a result of recommendations by other parents and/or professionals.

*Ofsted 2017 reported that 'The leadership team has maintained the outstanding quality of education in the school since the last inspection. Leaders and staff have meticulous knowledge about pupils in the school and their individual needs and circumstances.*

*Parents are very complimentary about the welcoming friendly atmosphere which permeates the school. They recognise the 'extra mile' that staff go in order to support their children in their learning and development.*

*Pupils are extremely polite and well-mannered to staff and their peers. Their conduct in lessons and around the school is exemplary. Skilled and compassionate staff ensure that pupils thrive and are happy in their learning.*

#### **Challenges**

Although an outstanding school Middleton continues to strive for further improvement. We have an annual programme of monitoring and evaluation to ensure enhanced teaching and learning leading to raised standards of achievement. Our own self evaluation has identified the following priorities for this and subsequent years:

### **School Development Plan Overview 2018/19 /20**

#### **Staff Development (1)**

- ✚ Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations;
- ✚ Support 1 member of staff through MA studies;
- ✚ Support 1 member of staff through the Level 4 qualification in School Business Management;
- ✚ Support 1 member of staff through the Level 4 Teaching PE in Primary Schools;
- ✚ Organise training for staff in Teaching Children to Read (TAs) LOtC, SALT and use of signing and symbols;
- ✚ Analyse Governor skills through the Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.

#### **Training and Performance (2)**

- ✚ Develop a coherent induction process for staff;
- ✚ Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other;
- ✚ Provide signing and use of symbols training for staff to increase their confidence in using them;
- ✚ Organise small scale regular opportunities to get together outside teaching time in order to build effective team relationships;
- ✚ Provide opportunities for all staff to contribute effectively to the school plan;
- ✚ Ensure the continued work of the re-formed social / well-being committee;
- ✚ Continue to have monthly mindfulness sessions for staff who would like to access them.

### **Curriculum and Assessment (3)**

- ✚ Complete the Middleton Frameworks for PSHE to include Key Skills and have them in use;
- ✚ Organise external moderation opportunities in Literacy and Numeracy for schools using M scales;
- ✚ Continue to monitor progress in phonics to track the impact of this initiatives on pupil progress in writing;
- ✚ Review Departmental Overview Sheets to ensure appropriateness of the curriculum offer and even coverage of curriculum strands;
- ✚ Review the delivery of Statistics and Geometry to give more consistent exposure over time.

### **Curriculum and Assessment (4)**

- ✚ Expand the Jigsaw group with two teams every morning;
- ✚ Develop more effective communication between the Jigsaw team and the class teachers;
- ✚ Find measurable (hard data) ways of demonstrating the impact of Jigsaw for the children who attend and for the children who benefit from smaller groups in class.
- ✚ Appoint a co-ordinator for LOtC and send them on up to date training.
- ✚ Ensure that all LOtC opportunities have appropriate learning outcomes;
- ✚ Update and review LOtC planning and risk assessments;
- ✚ Create a common storage point for risk assessments to places everyone visits.

### **Curriculum and Assessment (5)**

- ✚ Provide training to support our parents and carers in e-safety, parenting and other areas of interest;
- ✚ Review the Parent / Carer handbook with reference to recommendations of Parent Council;
- ✚ To increase links with mainstream peers through initially through sport and other opportunities;

### **Behaviour (6)**

- ✚ Find a replacement STEPS trainer and send them on tutor training;
- ✚ Revisit aspects of STEPS at regular points throughout the year;
- ✚ Organise regular slots to update behaviour plans and communicate these to staff;
- ✚ Provide full STEP On and STEP Up training for staff who have not completed it;
- ✚ Monitor the statutory paperwork for those pupils for whom RPI is likely.

### **Interventions From Data Analysis (7,8,9,10)**

#### **Lower than average performance in all core subjects for pupils within KS2 and in particular Year 3**

- ✚ Review data once again following the December and March data collection period. This will indicate if pupils have made progress within this area since July 2018, and highlight current areas for development;
- ✚ Greater weighting placed upon year 2 into year 3 during transition time and liaison between year 3 and year 2 teachers during the Summer term (to include observations);
- ✚ Moderation of year two/ three assessments;
- ✚ Time allowed for professional dialogue between teachers who are assessing pupils who may not necessarily be in their own class for some core elements of the curriculum;

#### **Lack of progress within all strands of maths; in particular Number and Measure.**

- ✚ Whole staff CPD at the November and January INSET days;
- ✚ Peer observations of teaching within these two strands;
- ✚ A whole school Focus Week planned for May 2019;
- ✚ Time allocated for departments to meet and discuss progress of individual pupils;
- ✚ Possible review of the scheme of work and curriculum overview to ensure coverage.

#### **Lower rates of progress made by SLCN and Autism cohorts in key strands.**

- ✚ Targeted pupils to attend JIGSAW intervention sessions, aimed at these specific skills;
- ✚ Use of visual aids and augmentative modes of communication within lessons;
- ✚ CPD for whole staff team in January 2019 with regards to Autism;
- ✚ Review of the language and style of delivery used to communicate with these pupils.

### **Lower rates of progress made by girls in comparison to boys.**

- ✚ Analysis of baselines and then progress made over a four year period ( KS1 –KS2) to investigate variations in 'value added';
- ✚ Staff training in learning styles according to gender;
- ✚ Track a pupil's educational journey(for three selected females who are stalling in their progress) and observe them in a series of lessons in an aim to identify where the issue lies.

### **Children's Health and Well-Being (11)**

- ✚ Re-visit the Health Eating / Lunchbox policy and issue guidelines for parents and carers;
- ✚ Continue to expose the children to new sports and activities which support a healthy lifestyle;
- ✚ Find opportunities to develop self –confidence in children through leadership of small groups in a variety of contexts;
- ✚ Purchase further CPD for staff on Children's Mental Health and Well-Being;
- ✚ Organise additional transition visits of staff to children in their new classes to collect further information and aid transition;
- ✚ Review the induction of Year 6 pupils to Pinewood with Pinewood staff.

### **Wider Community (12)**

- ✚ Further develop Inreach provision as a way of providing training and support for our staff and parents and for staff parents and carers of pupils who are educated in DSPL 4;
- ✚ Further enhance the work of our Outreach provision, developing and enlarging the team and supporting more staff and pupils in mainstream whilst developing the skills of experienced staff at Middleton through bespoke training for this role;
- ✚ Monitor the impact of Outreach on the Middleton community;
- ✚ Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.

### **Leadership and Management (13)**

- ✚ Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management.
- ✚ Work towards a full complement of governors.
- ✚ A governor will oversee website compliance with particular regard to a new web site.
- ✚ Investigate and implement ways of improving links between parents/carers and the Governing Body.

### **Leadership and Management (14)**

- ✚ New Headteacher will set up regular mentor meetings to support her own induction;
- ✚ Headteacher and new Deputy Headteacher will idary time to support induction of Deputy into new role;
- ✚ Headteacher and Deputy will attend a conference / day together to enhance school planning and development;
- ✚ Senior Leaders to attend a variety of courses and conferences to maintain their professional knowledge and understanding of current educational issues;
- ✚ Senior Leaders will rewrite the SEF in line with the new Ofsted guidance being consulted on in January 19;
- ✚ SLT will ensure that wherever possible appointments to the Governing Body and staff reflect the wider community in terms of gender disability and race.
- ✚ Middle Leaders will undertake observations to enable them to make accurate judgements about the quality of teaching and learning in their department.

### **Policies and Procedures (15)**

- ✚ Review any out of date policies as required

## **Environment (16)**

- ✚ Investigate the cost of rejuvenation of Middle School and Upper School toilets;
- ✚ Investigate the cost of improving the amenities in the Men's toilet;
- ✚ Investigate ways to increase the number of parking spaces available in the school grounds;
- ✚ Research ways of increasing teaching and learning space within our environment.

## **Equality Objectives Action Plan 19/20 (17)**

- ✚ Celebrate the cultural and religious diversity of the school through themed activities and days;
- ✚ Celebrate the cultural and religious diversity of Britain through themed recognising and promoting fundamental British values;
- ✚ Further develop staff expertise in developing approaches which support the progress of children who have speech, language and communication difficulties.

## **Accessibility Plan (16)**

- ✚ Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child once notification has been given of an imminent arrival;
- ✚ Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc; Enhance Jigsaw provision by providing a dedicated learning space;
- ✚ Ensure that key policies and written information is updated and accessible via the school website  
Ensure all new building works conform to accessibility guidelines.

### **Section 3: Key to abbreviations**

<b>DJ</b>	<b>Donna Jolly</b>
<b>DeH</b>	<b>Debbie Hartley</b>
<b>SLT</b>	<b>Senior Leadership Team</b>
<b>Di H</b>	<b>Diane Hart</b>
<b>SG / FLO</b>	<b>Sharron Graffato</b>
<b>GB</b>	<b>Governing Body</b>
<b>CoG</b>	<b>Chairman of Governors (Gemma Jeffrey)</b>
<b>Dep CoG</b>	<b>Deputy Chairman of Governors (Ben Riley)</b>
<b>SALT</b>	<b>Speech and Language Therapists</b>
<b>LC</b>	<b>Lisa Cox</b>
<b>AC</b>	<b>Alison Crumpton</b>
<b>TW</b>	<b>Tom Wildey</b>
<b>JH</b>	<b>John Hayes</b>
<b>MF</b>	<b>Matt Farnborough (ErudITe)</b>
<b>CG</b>	<b>Charlotte Glynn</b>
<b>FM</b>	<b>Fiona Mills</b>
<b>HoDs</b>	<b>Heads of Department</b>
<b>ANO</b>	<b>Member of staff not yet identified</b>

## Staff Development (1)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations.	Ongoing	Staff have attended appropriate training opportunities.	Staff will be up to date in current educational practice with regard to the school's current educational priorities.	All staff	£14,000 training budget E09 552000
2	Support 1 members of staff through MA studies.	19/ 20	Member of staff has completed MA.	Improved pedagogical understanding. Sharing of knowledge with other members of staff.	AC	Resourced through LA funding support
3	Support 1 member of staff through the Level 4 qualification in School Business Management.	19/20	Member of staff has completed Level 4.	Working towards succession planning for SBM.	DiH	£1500 from training budget
4	Support one member of staff through the Level 4 teaching PE in primary schools.	19/20/21	Member of staff has completed Level 4.	Member of staff will be able to teach PE.	DJ	£1230 Sports Premium
5	Organise training in <ul style="list-style-type: none"> <li>• Teaching Children to Read (TA)</li> <li>• LotC</li> <li>• SALT support topics</li> </ul>	2019/20	Training has taken place.	Staff will have a greater understanding of their role in supporting children in these areas.	SLT	£500 from training budget.
6	Review Governor Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.	Autumn 19	Matrix has been complete and training identified.	Any gaps in knowledge and understanding will be planned for and courses / training opportunities found.	CoG	Time and appropriate training

## Training / Performance (2)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Review and implement a coherent induction process for staff.	By September 2019	Induction package is in place.	There will be a consistent approach to induction for all staff.	DeH DiH	Time
2	Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other.	Ongoing	All staff have had the opportunity to visit other classrooms.	Spread ideas and good practice between staff.	DeH	Time and cover
3	Provide signing and use of symbols training for staff to increase their confidence in using them.	January INSET and then through the year	Signing is more visible throughout the school (Monitor through observations).	Children will benefit from the use of sign and symbols to support communication.	DJ / DeH SALT	Time
4	<b>Well Being</b> Organise small scale regular opportunities to get together outside of teaching time.	Ongoing	These are on our calendar on a regular basis.	Staff will have some 'together time' outside of the teaching day.	SLT	£250 for refreshments
5	Provide opportunities for all staff to contribute effectively to the school plan.	Spring 19	Staff give their ideas for the plan.	Staff will feel that they have contributed to their development and the development of the school.	DJ	Staff Meeting
6	Ensure the continued work of the re-formed the social / well-being committee.	Ongoing	The committee is in place.	A broader range of people can contribute to future activities in school to support a team ethos and staff well-being.	DiH	Time for meetings
7	Continue to support monthly mindfulness sessions for staff who would like to access them.	Ongoing	The sessions are taking place.	Staff will have a new tool to support their own personal well-being.	CG	Time for sessions.

### Curriculum and Assessment (3)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	<b>Middleton Frameworks</b> Complete the Middleton Frameworks for PSHE to include Key Skills and have them in use.	By Summer 19	The Framework is complete and in use.	Consistent measurement of pupil progress against m Scales.	DeH	Leadership time
2	Organise external moderation opportunities in Literacy and Numeracy for schools using M scales.	1 <sup>st</sup> one by Spring 1	The meetings are held regularly providing opportunities for moderation.	Schools using M Scales (including ours) will have a chance to moderate pupils work and agree levels.	DeH	Meeting time
3	<b>Phonics</b> Continue to monitor progress in phonics to track the impact of this initiatives on pupil progress in writing.	Termly	We can chart pupil progress in phonics and have baseline progress information.	We will be able to make a judgement about what satisfactory, good and outstanding progress looks like in phonics.	LC	Leadership time
4	<b>Curriculum Content</b> Review Departmental Overview Sheets to ensure appropriateness of the curriculum offer and even coverage of curriculum strands.	Termly	Departments will have an updated curriculum overview for the year.	We will ensure appropriate curriculum coverage.	HoDs	Leadership time
5	Review the delivery of Statistics and Geometry to give more consistent exposure over time.	Easter 19	These two strands are taught more frequently that previously.	Pupil progress in these areas will match that of progress in Number.	HoDs	Leadership time

## Curriculum and Assessment (4)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	<b>Interventions / Jigsaw</b> Expand the Jigsaw group with 2 two teams every morning.	From Autumn 18	Two teams are in place and sessions are running.	More children will have more consistent access to this resource.	DeH and the Jigsaw Team	Staffing from the staffing budget
2	Develop more effective communication between the Jigsaw Team and the class teachers.	From Autumn 18	The provision in Jigsaw links closely with the provision in class.	The learning of the children in will be more aligned to the work in the classroom. The class teacher will be more aware of the work the Jigsaw children are carrying out.	SLT and the Jigsaw Team	Meeting Time
3	Find measurable (hard data)ways of demonstrating the impact of Jigsaw for the children who attend and for the children who benefit from smaller groups in class.	Summer 19	Planning links to outcomes which are measurable for each individual.	We will know which elements of Jigsaw are having an impact on the progress of the children who access them.	SLT and the Jigsaw Team	Meeting Time.
4	<b>LOtC (Learning Outside the Classroom)</b> Appoint a co-ordinator for LOtC and send them on up to date training.	Autumn 19	An individual has been on training and has taken on responsibility for this area.	The system for off site visits has been reviewed and updated if necessary to conform to current practice.	DeH to appoint	£135 from training budget
5	Ensure that all LOtC opportunities have appropriate learning outcomes.	Throughout the year	Every visit has a stated learning outcome which is shared with the children and used in a plenary.	Children will be aware of the purpose of a visit and the teacher can focus the learning more effectively.	HoDs	Department Meeting time
6	Update and review LOtC planning and risk assessments.	INSET Autumn 19	System for planning and delivery of LOtC has been reviewed and updated.	The school will ensure that practice in this area is up to date.	LOtC co-ordinator	Time
7	Create a common storage point for risk assessments to places everyone visits.	From January 19	Storage point is in place.	Time will be saved by re-using previous risk assessments.	DJ + All staff	Time

## Curriculum and Assessment (5)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Provide training to support our parents and carers in e-safety, parenting and other areas of interest.	During 19/20	Training has been carried out.	Support for parents in a variety of areas.	SG / DeH	Time
2	Review the Parent / Carer handbook with reference to recommendations of Parent Council.	Summer 2019	There is a launch of the new Parent/ Carer Handbook.	Parents and carers who need / want guidance on activities and opportunities they might have for supporting their child's learning needs have the appropriate information to support them.	DJ / FLO	Meeting Time
3	To increase links with mainstream peers through initially through sport and other opportunities.	Summer 19 onwards	Reciprocal visits to schools for activities have been made.	Middleton children will have the opportunity of meeting and interacting with children from local mainstream schools.	TW	Time to organise and carry out.

## Behaviour (6)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Find a replacement STEPS trainer and send them on tutor training.	Autumn 19	We have a full complement of trainers.	We will be able to deliver STEPS training to our own staff group independently.	DeH	£550 from training budget
2	Revisit aspects of STEPS at regular points throughout the year.	From Autumn 18	We have timetabled STEPS training time in each half term.	To embed STEPS practises and paperwork throughout the school.	DJ / DeH / LC	1 slot per half term
3	<b>Communication / Behaviour</b> Organise regular slots to update behaviour plans and communicate these to staff.	Ongoing	Ensure time is allocated and boards are updated.	The opportunity to keep staff up to date with pupils' behaviour plans to support consistency of approach.	DJ/DeH	Board / Time
4	Monitor the statutory paperwork for those pupils for whom RPI is likely.	Ongoing	We are secure that all plans and paperwork are on the shared drive and up to date.	We will ensure as far as possible that all paperwork is complete in case of a challenge to our practice.	DJ / DeH / LC	Time
5	Provide full STEP On and STEP Up training for staff who have not completed it.	Autumn 19	The majority of staff are STEPS trained.	The majority of staff will be able to carry out and support safe restrictive physical management and will understand the therapeutic approach to behaviour management.	DeH / LC / ANO	1 day set aside for training

## Interventions from Data Analysis (7)

	Key Area of Concern	When	Action	Review	Person Responsible	Resources
1	Lower than average performance in all core subjects for pupils within KS2 and in particular Year 3	Ongoing 2019	<ul style="list-style-type: none"> <li>• Review data once again following the December and March data collection period. This will indicate if pupils have made progress within this area since July 2018, and highlight current areas for development.</li> <li>• Greater weighting placed upon year 2 into year 3 during transition time and liaison between year 3 and year 2 teachers during the Summer term (to include observations).</li> <li>• Moderation of year two/ three assessments. Time allowed for professional dialogue between teachers who are assessing pupils who may not necessarily be in their own class for some core elements of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Depending upon the outcome of Dec and March data analysis, interventions within these year groups may or may not be required.</li> <li>➤ Target those pupils whose progress remains at less than two sub levels for two consecutive years.</li> <li>➤ Internal and external moderation reflects staff confidence in levelling and dictates the need for further development.</li> </ul>	SLT All staff	Staff Meeting time

## Interventions from Data Analysis (8)

	Key Area of Concern	When	Action	Review	Person Responsible	Resources
2	Lack of progress within all strands of maths; in particular Number and Measure.	Ongoing 2019	<ul style="list-style-type: none"> <li>• Whole staff CPD at the November and January INSET days.</li> <li>• Peer observations of teaching within these two strands.</li> <li>• A whole school Focus Week planned for May 2019</li> <li>• Time allocated for departments to meet and discuss progress of individual pupils.</li> <li>• Possible review of the scheme of work and curriculum overview to ensure coverage.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff more alert to recognising when relevant skills are being developed, in cross curricular lessons.</li> <li>➤ Raised profile of maths with staff and pupils alike across the school.</li> <li>➤ Assessments better informed and moderated across a department.</li> <li>➤ Amendments made to the scheme of work, and lesson / time allocation under review.</li> </ul>	SLT All staff	Staff Meeting time

### Interventions from Data Analysis (9)

	Key Area of Concern	When	Action	Review	Person Responsible	Resources
3	Lower rates of progress made by SLCN and Autism cohorts in key strands.	Ongoing 2019	<ul style="list-style-type: none"> <li>• Targeted pupils to attend JIGSAW intervention sessions, aimed at these specific skills.</li> <li>• Use of visual aids and augmentative modes of communication within lessons.</li> <li>• CPD for whole staff team in January 2019 with regards to Autism.</li> <li>• Review of the language and style of delivery used to communicate with these pupils.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review progress made by pupils attending Jigsaw and create follow up interventions where necessary.</li> <li>➤ Staff better informed and more confident in the appropriate delivery of teaching and learning for pupils within these cohorts.</li> <li>➤ Visual aids an essential tool in effective communication across the school.</li> </ul>	SLT  All staff	

## Interventions from Data Analysis (10)

4	Lower rates of progress made by girls in comparison to boys.	Ongoing 2019	<ul style="list-style-type: none"> <li>• Analysis of baselines and then progress made over a four year period ( KS1 –KS2) to investigate variations in 'value added'.</li> <li>• Staff training in learning styles according to gender.</li> <li>• Track a pupil's educational journey (for three selected females who are stalling in their progress) and observe them in a series of lessons in an aim to identify where the issue lies.</li> </ul>	<ul style="list-style-type: none"> <li>• Value added for both genders to be analysed.</li> <li>• Compare data with 2018/2019 outcomes, as a greater number of higher functioning females have joined the school.</li> <li>• Report back upon internal research and apply interventions where appropriate.</li> </ul>	SLT All staff	Staff Meeting time
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## Children's Health and Well-Being (11)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Re-visit the Healthy Eating / Lunchbox policy and issue guidelines for parents and carers.	By End of Summer Term 19	New guidelines are issued in advance of the new term	To encourage healthy eating for those children whose parents provide lunch.	SLT	Leadership Time
2	Continue to expose the children to new sports and activities which support a healthy lifestyle.	18/19	Each department has taken their children to experience one new physical activity.	To encourage a healthy lifestyle and to give the children ideas of things they could do in their time outside school	HoDs	3x£150 per department Sports Premium
3	Find opportunities to develop self-confidence in children through leadership of small groups in a variety of contexts.	By the end of Autumn 19	We can demonstrate examples of pupils taking the lead and decision making in a supported environment	An increase in self-confidence and self-esteem as demonstrated by pupil actions and pupil voice.	HoDs	Meeting Time
4	Purchase further CPD for staff on Children's Mental Health and Well Being.	Autumn 19	The CPD has taken place	Staff will have a greater understanding of Children's Mental Health and will know what support may be available.	SLT	£500 Training Budget
5	Organise further transition visits of staff to children in their new class to collect further information to aid transition.	Summer 19	Visits have been made	Staff will be better equipped to ensure smoother and less stressful transitions for children moving into their new class.	DeH	£500 from staffing budget
6	Review the induction of Year 6 pupils to Pinewood with Pinewood staff.	Summer term 19	Visits have been made	Children will feel better informed and less anxious about transition	FM	Time for organisation.

## Wider Community (12)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	<b>Inreach</b> Further develop Inreach provision as a way of providing training and support for staff parents and carers of pupils who are educated in DSPL 4.	Sept 18- Sept 19	We have at least one booked training session per half term.	Children outside our school benefit from techniques and practices that are put into place as a result of training at Middleton.	SG	6 meetings
2	<b>Outreach</b> Further enhance the work of out Outreach provision, developing and enlarging the team and supporting more staff and pupils in mainstream whilst developing the skills of experienced staff at Middleton through bespoke training for this role,	Jan 19 onwards	We have more members of the team to provide the service.	There will be a greater capacity to provide Outreach to local schools	DJ	£25,000 Outreach Income
3	To monitor the impact of Outreach on the Middleton Community.	Ongoing from Jan 19	We are sure that maintaining Outreach levels match our capacity	We are certain that running the Outreach service at current levels is not detrimental to children at Middleton	DeH / LC	Time
4	<b>Understanding Community</b> Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.	Ongoing	Children have some understanding that the charity events they do are not just fun for them but have a purpose in supporting others.	Children will have an understanding that they are part of a local and wider community and that they can contribute to the well-being of others.	DJ and staff	Classroom time and assembly time.

## Leadership and Management (13)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
	<b>Governors</b>					
1	Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management.	INSET	A majority of governors have attended the course	Governors will have an understanding of the ethos that underpins behaviour management at Middleton School.	STEPS trainers and Governors	1 day
2	Maintain a full complement of governors	Ongoing	We have a full governing body	Maximised scrutiny and constructive support are available to the Headteacher and SLT	CoG / HT	
3	A governor will oversee website compliance with particular regard to the new website.	Spring 20	Monitoring is in place.	We will ensure that the website is compliant with all the statutory information required	Dep CoG	
4	Governors will investigate and implement ways of improving links between parents/carers and the Governing Body.	Ongoing	Practices are put in places which increase these links.	Parents and Carers will have a greater understanding of the work of the Governing Body.	CoG / All Governors.	

## Leadership and Management (14)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	<p><b>Senior Leaders Developing Skills and Expertise.</b></p> <p>New Headteacher will set up regular mentor meetings to support her own induction.</p>	Ongoing from Autumn 19	Regular meetings between the headteacher and mentor are taking place	Headteacher will have support to develop expertise and knowledge in new role	HT / Govs	Time
2	Headteacher and new Deputy Headteacher will diary time to support induction of Deputy into new role.	Ongoing from Autumn 19	Regular mentor meetings between the Head and Deputy are taking place.	The Deputy Headteacher will have support to develop expertise and knowledge in their new role.	HT / DHT	Time
3	Headteacher and Deputy Headteacher will attend a conference / day together to enhance school planning and development.	Spring 20	The time has been booked.	Head and Deputy will have dedicated school development time before the writing of the next school plan.	HT / DHT	£400 from training budget
4	Senior Leaders to attend a variety of courses and conferences to maintain their professional knowledge and understanding of current educational issues.	Ongoing	All Senior Leaders have attended courses and fed what they have learned back into school Improvement.	New areas of interest / strategies / ideas will be fed into the development of the school. SLT members will keep their knowledge current.	SLT	£1500 from training budget
5	<p><b>SEF</b></p> <p>Senior Leaders will rewrite the SEF in line with the new Ofsted guidance being consulted on in January 19</p>	Summer 19	The new Ofsted is understood and an updated SEF reflects the current expectations.	SEF shows the impact of the work of the school and can inform any external inspection which may take place	SLT	Time

6	<b>Role model</b> SLT will ensure that wherever possible appointments to the Governing Body and staff reflect the wider community in terms of gender disability and race	Ongoing	Staff and governors reflect the wider community	Appropriate role models will reflect wider community	SLT Governors	
7	Middle Leaders will undertake observations to enable them to make accurate judgements about the quality of teaching and learning in their department.	Ongoing	Middle leaders will implement a programme of focused observation and learning walks in order to identify strengths and development areas.	Middle leaders will have the capacity to make judgements about teaching and learning in their department.	DJ SLT	Training and Cover costs.

### **Policies and Procedures (15)**

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Review any out of date policies as required.	Ongoing	All policies are in date.	Practice reflects up to date policy.	DJ / GB	Time

## Environment (16)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Investigate the cost of rejuvenation of Middle School and Upper School toilets	By Summer 19	We have quotes in place to inform viability of the project	Toilets will be more fit for purpose. Possible increase in number of toilets for boys. Update fittings	DiH	Quote free – project costs unknown!
2	Investigate the cost of improving the amenities in the Men's toilet (ex disabled)	By Summer 19	We have quotes in place to inform viability of the project	Toilets will be more fit for purpose.	DiH	Quote free – project costs unknown
3	Investigate ways to increase the number of parking spaces available in the school grounds.	By Autumn 19	There are more parking places available for staff and visitors. Bespoke parking for minibuses	Everyone will be able to find a parking space without resorting to kerb and grass space parking.	DiH	Project costs unknown.
4	Research other ways of increasing teaching and learning space within our environment.	By Spring 20	We have increased our viable teaching space.	More room for teaching	DeH	Project costs unknown

## Equality Objectives Action Plan 19 / 20 (17)

<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>General Duty</b>	<b>Responsibility</b>	<b>Measurable Success Indicator</b>	<b>Timing</b>	<b>Review Date</b>
Celebrate the cultural and religious diversity of the school through themed activities and days.	Religion or Belief	Eliminate discrimination and foster good relations.	SLT	1 themed activity per department per term has taken place.	During 2019/20	Spring 20
Celebrate the cultural and religious diversity of Britain through themed recognising and promoting fundamental British values.	Religion / Belief / British Values	To eliminate discrimination and foster good relations	SLT / Staff teams	Assemblies have focussed on what it is to be British. At least one themed event has taken place.	During 2019 / 20	Summer 20
Further develop staff expertise in developing approaches which support the progress of children who have speech, language and communication difficulties.	Disability	Eliminate discrimination and advance equality of opportunity	SLT	Evidence of the increased and regular use of sign and symbol during the course of lesson observations.	During 2019	Spring 20

## ACCESSIBILITY PLAN (18)

The aim of this Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
<b>SHORT TERM</b> <b>Curriculum</b>	Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child once notification has been given of an imminent arrival	Seek advice from the LA about specific items which would be appropriate and essential for the child to access the curriculum.	Appropriate equipment is readily available for the child to access the full curriculum.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Child given every facility to access the curriculum.
<b>Curriculum</b>	Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside able bodied peers.	As and when trips are considered as a beneficial addition to support the curriculum.	Equal opportunities for disabled child to participate in off-site activities.
<b>Physical</b>	Enhance Jigsaw provision by providing a dedicated learning space	Raise funds to buy a new learning space	The provision will be more effective in its own dedicated space.	By the end of the financial year 18/19 if possible	Children and staff who are part of Jigsaw will have their own recognisable and usable space.
<b>Information</b>	Ensure that key policies and written information is updated and accessible via the school website	Create area of the website for policies and other written information.	Electronic formats will allow for electronic readers, changes of font colour and size.	Ongoing	Parents will be able to retrieve information electronically and use electronic aids to support their access.
<b>LONG TERM</b> <b>Physical</b>	Ensure all new building works conform to accessibility guidelines	Use of appropriate support from LEA	Building completely accessible to all	Ongoing	Physically accessibility of school maintained