

Middleton School Development Plan 2022/2023

Learning for Life

Created April 2022



Why do we have a School Development Plan?

The School Development Plan (SDP) is created to provide Staff, Parents, Governors and associated professionals with a clear document that outlines key development targets for the school for the next one to three academic years.

How does this differ to the School Action Plan?

The School Action Plan lifts three key actions from the School Development Plan, providing high focus and ensuring confident delivery of these actions in the coming months. It aims to communicate key actions of the school effectively to all, and informs current INSET and development.

How is the School Development Plan created and developed?

During the Spring Term all stakeholders are consulted with regard to reviewing elements of the existing plan and to consider the priorities for the new School Development Plan. Contributions are discussed at full staff meetings, SLT meetings, Governors meetings and also forwarded from individuals to the Senior Leadership Team. Analysis of performance data identifies key areas for development. With the introduction of the new Curriculum Teams at Middleton, subject leaders will also be asked to provide action plans to inform the development of individual subjects.

When does the action plan start and how is it reviewed?

A new plan is created in April of each year and its cycle finishes the following March (Although actions are identified over a three year period). This time scale follows the financial year and therefore the SDP is more easily linked to budget preparation and outcomes. The SDP is reviewed at least termly. Progress relating to actions is reviewed by both the Senior Leadership Team, and whole school staff team, as well as by the Governing Body.

Who approves the School Development Plan and how is it shared?

The Governing body is responsible for the approval and effectiveness of the School Development Plan. The School Development Plan is also required to be shared with Hertfordshire Education Authority. A copy of the School Development Plan is shared on the school website and is available upon request.

At Middleton school we value:

- A **SAFE** and **SECURE** environment in which pupils feel confident to engage in new experiences and grow as a learner.
- A **VIBRANT** and **MEANINGFUL** curriculum which enriches life opportunities and engages the pupil at their own individual level.
- The **PUPIL VOICE** in an environment where all pupil contributions are listened to valued and incorporated into small scale and large scale decisions alike.
- **INDEPENDENCE** and **RESILIENCE** in preparation for future life experiences and optimum individual potential.
- **KINDNESS** and **FRIENDSHIP**, fostered through the holistic ethos of the school and mutual respect for all.
- **WELL BEING** for all stakeholders including pupils, staff, visitors and families.
- **HIGH ASPIRATION** and **PERSONAL ACHIEVEMENT** for all. Pupils are encouraged to extend their learning through enrichment opportunities, gaining confidence in their skill set to equip them for their adult life. Pupils are encouraged to not set boundaries upon what they may achieve, but to strive for their own personal goals in life.

The following school development plan indicates priorities for development over the next one year, three years and, in some cases, five years.

Items coded in black are yet to be developed.

Items coded in orange are part way through development.

Items coded in green have almost reached completion and are unlikely to appear on the next school development plan.

Through the initiatives laid out in this plan, Middleton School aims to continue to

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.

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.

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

Curriculum and Assessment – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	<p>For curriculum teams to ensure effective progression across the school within the delivery of their subject.</p>	<ul style="list-style-type: none"> Curriculum team members to audit current curriculum overviews for evidence of progression and sequential development. Curriculum link Governors to be invited to meet with staff on curriculum teams to discuss evidence of progression. Curriculum leaders to review the subject overview to ensure that it works cohesively with new M scale descriptors. Professional dialogue, subject focus and training built into staff meetings. Curriculum leaders to identify gaps in knowledge and seek additional training, Curriculum teams to observe teaching and learning of their subject across the school. Regular subject moderation among the staff team. Case studies of taught content and pupil progress carried out. 	<ul style="list-style-type: none"> Strong curriculum knowledge among subject leaders. Curriculum implemented is progressive in nature. All stakeholders aware of strengths and areas to be developed within the curriculum. Curriculum regularly subject to review and development. Planning and assessment tools work cohesively together to enable pupil progress within the subject. Shared vision and understanding of curriculum delivery. Governors confident in the curriculum intent, implementation and impact. Reviewing and revisiting time built into curriculum overviews to allow pupils to embed knowledge into long term memory. Teaching and learning in all areas of the curriculum is monitored and moderated. Good practice within the subject is shared with all stakeholders. 	<p>Subject Team Leaders</p> <p>Governors</p> <p>Class teachers</p>	<p>January 2023</p>	<p>£500 in supply cover for development meetings. E01 & E03</p> <p>£600 in training resources E09</p>

2)	<p>To improve attainment, progress and performance within PE.</p>	<ul style="list-style-type: none"> • Audit pupil progress post pandemic and identify barriers to learning. • Organise a PE Focus week. • Deliver staff CPD where appropriate. • Purchase resources where appropriate. • Review the PE curriculum framework to ensure breadth of delivery and a progressive approach. • Create M scale exemplars to support assessment within PE. • Identify pupils who would benefit from an intervention programme. • Deliver an intervention programme to raise attainment for targeted pupils. • Actively source links within the wider community, for pupils to participate in sporting activities with peers. 	<ul style="list-style-type: none"> • Barriers to learning reduced/ removed • Pupils receive a balanced and progressive PE curriculum. • Staff are more confident at delivering lessons within PE • Pupils are regularly assessed against agreed descriptors and make good progress. • Enthusiasm for this specific area of the curriculum is invigorated and pupils are motivated to learn. • Staff confidence and accuracy increased when assessing PE attainment. • Pupil attainment is raised across the whole school population • Pupil attainment is raised among targeted cohort following intervention programme. • Pupils enjoy interactions with a wider breadth of peers. • Pupils share a greater understanding of competitive sports, team sports and tactical play. • Pupils celebrate personal and team achievements. 	<p>PE Curriculum Team</p> <p>Class teachers</p> <p>Heads of departments</p> <p>SLT</p>	<p>March 2023</p>	<p>£600 in supply costs for PE team to review and improve documentation E01 & E03</p> <p>£300 for purchase of resources E19</p> <p>£1,000 for focus week exp. E19</p> <p>£500 for CPD E09</p> <p>£600 for intervention groups E01</p>
3)	<p>To develop an effective and progressive curriculum plan and assessment tool for 'Off Site Learning'.</p>	<ul style="list-style-type: none"> • Update and review planning and risk assessments for offsite learning. • Review of subject programme of study to 	<ul style="list-style-type: none"> • There is clarity about progression and a building of skills within this subject area. • Pupils are assessed against a common 	<p>Off site learning curriculum team</p> <p>Department</p>	<p>March 23</p>	<p>£600 for supply cover to allow curriculum team to create documentation E01 & E03</p>

		<p>build in progression through the key stages.</p> <ul style="list-style-type: none"> • Assessment framework to be completed to support the delivery of offsite learning • Staff training to improve the quality of delivery of teaching and learning when offsite. • Staff survey to be conducted to identify areas for development • Identify cross curricular links and progress. 	<p>framework and make good progress.</p> <ul style="list-style-type: none"> • Staff are confident in the delivery of this area of the curriculum. • All stakeholders are confident in the value and validity of this curriculum subject to pupil attainment and performance. • Evidence that this area of the curriculum impacts progress within other areas of the curriculum. 	<p>heads</p> <p>Class teachers</p>		
4)	To complete M Scale descriptors across all strands of Science	<ul style="list-style-type: none"> • Complete M scale descriptors for scientific enquiry. • Complete M scale descriptors for the subject specific three strands of science. • Assess pupil attainment within science using the new M scales. • Share with staff and governors. • Review after consideration of feedback. 	<ul style="list-style-type: none"> • Pupils make good progress within Science. • Gaps in learning can be identified. • Staff confident in the assessment of pupil attainment. • Pupil attainment and teacher assessments can be moderated. 	<p>Science curriculum team leads</p> <p>Class teachers</p>	January 2023	<p>£600 for supply cover to allow curriculum team to create documentation</p> <p>E01 & E03</p>
5)	To create assessment exemplars to support descriptors within PE, Humanities, Creative Arts and Science and Technology.	<ul style="list-style-type: none"> • Create a set of detailed exemplars to support M scale descriptors. • Use to support the assessment of pupil progress. • Share with a wider range of stakeholders to obtain feedback and then review. • Produce a completed book for publication in each area of the curriculum. 	<ul style="list-style-type: none"> • Pupils make good progress across all curriculum areas. • Teachers supported in both their planning and assessment processes. • Common understanding shared of exemplars of practice at differentiated levels across the curriculum. • Documents shared with schools beyond our own. 	<p>PE, Humanities, Creative Arts and Science Curriculum Team</p> <p>SLT</p>	March 2023	<p>£900 for supply cover while team create documentation</p> <p>E01 & E03</p>

3 Year Plan

	Intention	Implementation	Impact	Responsibility	Completed by	Budgetary Consideration
1	Update ICT resources within ICT Suite	<ul style="list-style-type: none"> Research a range of options. Purchase as advised. 	<ul style="list-style-type: none"> ICT suite re-launched with new resources Pupils access resources relevant to the ICT curriculum plan 	MF DeH FS	3 year programme by 2025	Part of £10,000 -E20
2	Update ICT resources within classrooms	<ul style="list-style-type: none"> Research a range of options. Purchase as advised. 	<ul style="list-style-type: none"> Improved access for staff and pupils to ICT resources 	MF DeH	2 year programme by 2024	

Teaching and Learning – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To explore the use of effective differentiation so that pupils make optimum progress in their learning	<ul style="list-style-type: none"> Teaching and learning observations to audit need/ direction of input. Training focus for all staff as part of INSET training and staff meetings. Monitor and track pupil progress, particularly within lower and upper cohort abilities. Intervention programme Audit learning resources and purchase of resources where appropriate. Peer observation programme established. 	<ul style="list-style-type: none"> Pupils make increased rates of progress in core areas of the curriculum. Pupil engagement with learning increases. Staff more confident in strategies which meet the learning needs of all ability cohorts. Pupils have access to a wider range of resources. Teachers develop own practice through observation of others. 	SLT Data analysis lead All staff	Jan 23	£150 Data analyst E01 £42,000 staffing costs E01 & E03 £500 training costs E09 £500 resources E19
2)	To extend a peer mentoring programme so	<ul style="list-style-type: none"> Schedule peer visits to classrooms within school 	<ul style="list-style-type: none"> Raised standards of teaching and learning 	SLT	April 23	£800 Supply cover

	<p>that practitioners can observe others and further develop their own practice in the classroom</p>	<p>to observe practice in different key stages.</p> <ul style="list-style-type: none"> Support a continuing programme of peer visits to a range of settings to develop teacher and TA skills and maximise opportunities for learning from each other. Staff to take part in a range of 'learning walks' to gather information monitor and evaluate. SLT to moderate teacher observation judgements. To organise external moderation events. To further develop transition programmes for pupils, while building upon staff knowledge. To work with local SEN schools to develop networks and share practice. 	<p>across the school as staff learn from one and other.</p> <ul style="list-style-type: none"> Consistent approach to teacher observations in place and judgements validated. Confident that judgements made with regards to the quality of teaching and learning are robust and accurate. Good practice shared with others. Teachers/ support staff have experience of SEN provision and practice. Confidence raised among colleagues working with SEN pupils. Positive working relationships developed with local practitioners. Staff confident in the provision offered at transition points for pupils. 	<p>Department heads</p> <p>Outreach leads</p> <p>All staff</p> <p>Contacts in local schools</p> <p>Training leads</p>		<p>costs</p> <p>ESS-E03</p> <p>£2000 E01 (supported by Outreach Income)</p> <p>£200 Resources for training/ moderation E09</p> <p>HIP Support £500 E27</p>
<p>3)</p>	<p>To audit, resource and improve pupil attainment within the strand of 'writing'.</p>	<ul style="list-style-type: none"> Audit pupil progress over past five years. Identify cohorts who make less than expected progress in this area. Identify pupils who may benefit from targeted intervention. Identify interventions that have led to improvements within this strand in the past three years. Plan for a Focus week. Staff training and inclusion within staff development plans. 	<ul style="list-style-type: none"> Sound knowledge of patterns of pupil attainment and progress. Pupils make good progress within their writing attainment. Pupils who attend intervention sessions make expected progress. Pupils develop creative writing talents. Pupils develop self expression. Staff gain confidence in the teaching of writing and further develop their 	<p>SLT</p> <p>Curriculum leaders.</p> <p>Teachers</p>	<p>Dec 22</p>	<p>£150 Data analyst E01</p> <p>£300 Resources E19</p> <p>£600 for focus week exp. E19</p> <p>£200 Resources for training/ moderation</p>

		<ul style="list-style-type: none"> • Focus upon the handwriting element of writing within departments. • Purchase resources to support learning where appropriate. • Explore the use of alternative methods of communication for targeted pupils (e.g. ICT) • Moderation of teacher assessments within the strand of writing. • Ensure that curriculum review allows for a rich and progressive approach to the teaching of writing. • Build a programme of peer mentoring, where older pupils work with younger pupils. • Provide pupils with a balance of both formal and informal learning experiences, approaching writing in a cross curricular manner. 	<ul style="list-style-type: none"> • practice. • Pupils' handwriting gains legibility. • All pupils' access writing tasks through whichever medium is appropriate. • Pupils enjoy their fully rounded learning experience and engage more confidently with writing tasks. • Teachers confident in their assessments. • Curriculum is progressive • Pupils celebrate achievements and share their knowledge with others. • Writing becomes a fundamental element of the full Middleton Curriculum. 			<p>E09</p> <p>£800 for intervention groups TEACH-E01</p> <p>Part of £10,000 E20</p>
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3 Year Plan

	Intention	Implementation	Impact	Responsibility	Completed by	Budgetary Consideration
1	To explore the possibility of becoming a 'Teaching School'	<ul style="list-style-type: none"> • Research the requirements and implications for Middleton 	<ul style="list-style-type: none"> • Good practice shared with a wide range of educational colleagues. • Raised profile of Middleton School. 	DH NO'N	Spring 24	Costs to be explored

Staff Development – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To review the effective deployment of teaching assistants within the classroom so that pupils may reach their optimum learning potential.	<ul style="list-style-type: none"> To carry out a series of lesson observations to identify areas of strength & areas of development. Staff development within CPD programme and staff meetings. Review of Teaching Assistant job descriptions Peer mentoring programme, whereby both teachers and TAs observe colleagues in the classroom. 	<ul style="list-style-type: none"> Staff gain confidence within their individual roles. Pupils make good progress. Teaching Assistants taking a greater lead in the learning process for pupils. Progressive personal development opportunities for TAs, 	SLT All staff	Dec 2022	Staff cover £200 E01 & E03 Training £500 E09
2)	To improve pupil engagement through the use of a kinaesthetic and sensory approach to learning	<ul style="list-style-type: none"> Staff training planned to explore creative, practical and sensory strategies for the delivery of teaching and learning experiences across the curriculum. Resources purchased where appropriate. Carry out and review 'learning walks' to measure pupil engagement. 	<ul style="list-style-type: none"> Increased skill set of staff who work within the school to support pupils in their learning. Increased confidence among staff to explore a wider range of learning experiences. Increased pupil engagement. Pupils make good progress across the curriculum. 	SLT All staff	Feb 23	Training £500 E09 Resources £500 E19
3)	To develop staff confidence in the effective communication with a range of pupils and their specific needs	<ul style="list-style-type: none"> Dedicated INSET time with input from SALT Makaton training integral part of weekly staff meetings Further development of the use of sign and symbol within learning. Training needs audited and identified. 	<ul style="list-style-type: none"> All staff more confident when communicating with pupils. Consistent approach to communication across the school. Pupils make good progress, particularly within Sp/L. 	SLT All staff SALT	Jan 23	£ 400 Training costs E09 £200 Resources E19

3 Year Plan

	Intention	Implementation	Impact	Responsibility	Completed by	Budgetary Consideration
1	To explore the growth of 'specialist' teachers with responsibility for key areas of development.	<ul style="list-style-type: none"> Identify areas of need. Discuss in per form man 	<ul style="list-style-type: none"> Extended knowledge base across staff team. Personal professional development of staff. 	DH	Aut 24	Costs to be explored

Leadership and Management – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To develop and broaden leadership skills of all members of the SLT	<ul style="list-style-type: none"> Relevant and appropriate training identified and booked. Opportunities organised to meet with a range of leaders from other special schools. To arrange an SLT conference. To develop new areas of responsibility for individual members of SLT. To explore leadership skills through training and related projects. 	<ul style="list-style-type: none"> SLT members more confident and knowledgeable in their roles Network of support initiated which improves SLT knowledge and confidence. SLT more strategic in their approach to school development. SLT have greater effectiveness in their roles. More effective approach to 'leading' and facing challenges. 	SLT	March 23	Training costs £1000 E09
2)	To rebuild the Middleton 'sense of community' post COVID19, following analysis of the impact of the pandemic on all stakeholders.	<ul style="list-style-type: none"> Assessment of impact carried out and specific areas of need identified. Views of all stakeholders obtained. Re-introduction of regular community events e.g.; Jolly Time, Assembly, school shows Re-introduction of ability groups across the school as pupils/ staff begin to 	<ul style="list-style-type: none"> Targeted interventions as a direct response to need. Pupils (and staff) become aware of school community members beyond their own 'bubble'. School routines re-established. Pupils confident when socialising with others. School Ethos reviewed and further developed. 	DH SLT Whole staff	Dec 22	Planning time £200 E01 Staff cover £400 E03 Resources and Events £2,000 E19 using

		<ul style="list-style-type: none"> work beyond 'bubbles'. Schedule family events and opportunities for parents to be present within school. Re-introduction of extra-curricular clubs/ events. Plan events for pupils to work together across year groups and departments. Welcome regular visitors and students back into school. Schedule a plan of social events for all stakeholders. 	<ul style="list-style-type: none"> Peer support re established. Staff have sound knowledge of the needs of all pupils across the school. Families present in school once again and a core element of their child's learning potential. Pupils have a wider range of learning experiences. Pupils make good progress. Pupils feel happy and safe. The school regains its sense of community and positive, supportive and aspirational' vibe'. 			COVID Recovery
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3 Year Plan

	Intention	Implementation	Impact	Responsibility	Completion by	Budgetary Consideration
1	To review the OFSTED Inspection Report and make appropriate changes and developments as recommended.	<ul style="list-style-type: none"> Recommendations reviewed and acted upon where possible 	<ul style="list-style-type: none"> Pupils make outstanding progress. 	SLT	Summer 23	Costs to be explored
2	Investigate the possibility of extending the school capacity	<ul style="list-style-type: none"> Initial discussion with SLT and then LA Consult with regard to planning and building prospects. 	<ul style="list-style-type: none"> School pupil capacity numbers extended. 	DeH N O'N JH	Autumn 24	

Pupil's Health and Well-Being - 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To extend the range of extra-curricular clubs available to pupils, affecting the quality of their cultural capital.	<ul style="list-style-type: none"> Review current offer and capacity. Develop new ideas through whole school discussion, research and review. Research use of external providers. Appoint an extra-curricular lead. Introduce a programme of extra-curricular activity. 	<ul style="list-style-type: none"> Pupils develop a wider range of skills. Rise in pupil self esteem and personal well being. Increase in pupil independence. Pupils extend and develop their cultural capital. Development of relationships with others. 	SLT LS (well being lead) FLO	Dec 22	Staffing £800 ESS-E03 External Coaches £1000 E27 Resources E19
2)	To extend opportunities for pupils to socialise with a peer group within the mainstream sector.	<ul style="list-style-type: none"> Explore contacts with local mainstream schools. Arrange sporting events with mainstream schools. Invite mainstream peers into Middleton. 	<ul style="list-style-type: none"> Positive role models for pupils. Sense of inclusion and so positive mental health and well being of pupils. Pupils accepted by mainstream peers. 	SLT LS (well being lead) All staff TW (sports)	Apr 23	Staff Cover £400 ESS-E03 £500 - Minibus hire E19
3)	To develop a greater 'pupil voice' across all sectors of the school.	<ul style="list-style-type: none"> Carry out and repeat a pupil survey considering feelings and needs post COVID19. Build upon pupil self esteem and social confidence with targeted interventions. Re-introduce a pupil council. Involve pupils in tours of the school for visitors. Involve pupils in recruitment procedures. 	<ul style="list-style-type: none"> Pupils improve in confidence. Pupils gain in social skills. Pupils make good progress against the PSHE M scales Pupils are safe and happy. Pupils are central to the 'face of the school'. Pupils are an integral part of key decisions made within school. 	SLT FLO Deputy Head All staff Pastoral lead	DEC 22	Staffing £800 ESS-E03

Premises/Environment - 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To develop the use of external space, enabling creative use of outdoor learning to improve pupil progress.	<ul style="list-style-type: none"> Purchase permanent outdoor shelter/ learning space. Audit and improve outdoor learning space adjacent to classrooms in each department. Review the use of L/S play area. Improve the resources available for Forest Learning. 	<ul style="list-style-type: none"> Pupils have improved learning environments. Greater opportunity for kinaesthetic approach to learning. Pupils make good progress across all areas of the curriculum. Teacher planning has greater creativity and effective use of available resources. 	DH NO'N MMc Heads of departments Teachers	April 23	Funded partly by Covid recovery premium, Sports Grant & Pupil Premium E13 - £12,000 E19 - £4,000
2)	To improve pupil communication when outside of the classroom with the erection of communication boards in the playground.	<ul style="list-style-type: none"> Effective liaison between lead teachers and SALT Consultation with staff Purchase of boards Training for staff Induction for pupils. Boards used effectively to support communication at playtime. 	<ul style="list-style-type: none"> Pupils and staff safe and happy. Effective communication between staff and pupils at playtime. Greater pupil participation in play. Improved pupil well being and positive behaviour management. 	English leads SALT All staff	June 22	Resources £500 - E19

	Intention	Implementation	Impact	Responsibility	Completion by	Budgetary consideration
1	Continue to replace fencing with new multicolour long life fencing	<ul style="list-style-type: none"> More fencing purchased. Contractor booked. 	<ul style="list-style-type: none"> External environment more aesthetically pleasing. Secure site for pupils 	DeH NO'N JH	Autumn 23	£4500 E13
2	To extend playground resources and opportunities.	<ul style="list-style-type: none"> Audit current provision and identify need. Explore external coaching. Training for Play leader staff. Funding possibilities sourced 	<ul style="list-style-type: none"> Pupils safe and happy. Health and safety of all protected. Wider range of play and social opportunities for pupils. Resources in use. 	DeH JH Play leader SLT	Spring 23	£100 - E19 Training - E09

3 Year Plan

5 Year Plan

	Intention	Implementation	Impact	Responsibility	Completion by	Budgetary Consideration
1	Investigate the possibility of building a drama/dance studio	<ul style="list-style-type: none"> • Research building possibilities • Research funding possibilities • Seek permission 	<ul style="list-style-type: none"> • Learning environment extended. • Potential for external letting. • 	DeH JH NO'N	Summer 27	Possibility of using capital/gaining external grant

Wider Community – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
2)	To build upon opportunities for greater family interaction with the school and improve parental engagement.	<ul style="list-style-type: none"> • Schedule a programme of social events for families. • Families invited to join some Off site learning sessions • Training sessions planned for parents on a range of topics. • Families invited into school to support a range of learning opportunities. • Regular communication with families continued. • Up to date BLOGS on the web site. • Re-establishment of a PTA • Introduction of a parent council. • Election of a new parent Governor. 	<ul style="list-style-type: none"> • Wider community of the school re-established. • Parents present in school for planned face to face events • Closer relationships built with all stakeholders. • Support networks for families re-established. • All stakeholders gain in knowledge and confidence. • Positive relationships built between home and school. • Pupils feel supported and make good progress across the curriculum. • Parents feel informed about and included in daily school life. • Parents involved in some processes and decisions. 	SLT FLO All staff	October 22	E01/E03/E07
2)	To create stronger links with additional schools in order to develop practice, moderate assessments,	<ul style="list-style-type: none"> • Schedule of training planned and implemented. • Moderation dates 	<ul style="list-style-type: none"> • Greater knowledge and confidence among educational practitioners. • Good network links 	DH LC (Outreach)	Dec 22	Reprographics £100 - E22 Staffing

	and provide greater pupil opportunities.	<p>scheduled.</p> <ul style="list-style-type: none"> • Key stakeholders to network with those in other schools. • Observations and visits for staff to observe in other schools. • M scales shared with other schools. 	<p>maintained.</p> <ul style="list-style-type: none"> • Possible income explored for the school. • External moderation re enforces judgements made. • Peers in other settings aware of Middleton and its work. 			<p>£500 – E01</p> <p>Publishing costs – E22 – against income received</p>
3)	To involve governors in practical curriculum and school improvement experiences within the school.	<ul style="list-style-type: none"> • Governors to meet with curriculum leads in school. • Governors to visit school and make observations. • Governors invited to attend key events. • Curriculum teams to report upon subject areas at Governor Meetings. 	<ul style="list-style-type: none"> • Effective communication between governance and school. • Governors informed about curriculum development and the learning experiences of pupils. • Curriculum leads feel supported by governance. • Governor presence within school. 	<p>SLT</p> <p>Curriculum leads</p> <p>Governors</p>	<p>April 23</p>	<p>Staffing costs £200</p> <p>E01 & E03</p>

3 Year Plan	Intention	Implementation	Impact	Responsibility	Completion by	Budgetary Consideration
1	Explore the possibility of leasing the hall to provide an income for the school.	<ul style="list-style-type: none"> • Seek external hire possibilities. • Review/Complete hire documentation and policies 	<ul style="list-style-type: none"> • Income from private lettings • Resources for the school can be purchased. • Relationships built with the wider community. 	NO'N DeH JH	Autumn 23	Costs incurred against income received

Key to abbreviations

DeH	Debbie Hartley
MMc	Matt McLaughlin
SLT	Senior Leadership Team
NO'N	Natalie O'Neill
SG / FLO	Sharron Graffato/ Family Liaison Officer
GB	Governing Body
CoG	Chairman of Governors (Pauline Wallace)
SALT	Speech and Language Therapists
LC	Lisa Cox
LS	Luke Shasha
TW	Tom Wildey
KM	Karen Morgan
EB	Emily Burns
JH	John Hayes
CH	Calum Hartley
MF	Matt Farnborough (Erudite)
JC	Julia Cowell
HoDs	Heads of Department
SSH	Special School Heads