

Middleton School Development Plan 2023/2024

Learning for Life

Created April 2023



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)	To improve the capacity to actively assess pupil achievement and progress in Science by ensuring that the M scales are progressive and reflective of teaching and learning that is delivered.	<ul style="list-style-type: none"> M Scale descriptors created for all four strands of the science curriculum. M Scale exemplars written to support accurate teacher judgements when making assessments. Dedicated time for staff training in using the new descriptors to assess. Opportunities planned for moderation activities. Regular reviews of the curriculum planning documentation. 	<ul style="list-style-type: none"> Effective and robust assessment tool in place across the school to measure pupil progress and attainment with all four strands of science. Teaching staff confident in the assessment of Science Pupils make at least 'GOOD' progress within Science. Science curriculum meets the needs of all pupils and progress can be assessed and reported upon. 	<p>Science Curriculum team</p> <p>SLT</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Ongoing</p>	<p>£500 in supply cover for development meetings. E01 & E03</p> <p>£200 in training resources E09</p>
2)	To improve attainment, progress and performance within Science.	<ul style="list-style-type: none"> Audit pupil progress over the past twelve months and identify barriers to learning. Deliver staff CPD where appropriate. Purchase resources where appropriate. 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 to support the teaching of the Middleton Science framework. 	<ul style="list-style-type: none"> Barriers to learning reduced/ removed Pupils receive a balanced and progressive Science curriculum. Staff are more confident delivering Science lessons Pupils are regularly assessed against agreed descriptors and make good progress. Pupil attainment is raised among targeted cohort following intervention. Enthusiasm for this specific area of the curriculum is invigorated and pupils are motivated to learn. Learning is related to real 	<p>Science Curriculum Team</p> <p>Class teachers</p> <p>Heads of departments</p> <p>SLT</p>	<p>June 2023 and June 2024</p> <p>Autumn 2023</p> <p>Autumn 2023</p> <p>Autumn 2023</p>	<p>£200 in supply costs for Science team to review pupil progress data E01 & E03</p> <p>£500 for purchase of resources E19</p> <p>£200 for CPD E09</p> <p>£600 for intervention groups E01</p>

			<ul style="list-style-type: none"> life experiences and enhances understanding of key concepts. 			
3)	To further develop an effective and progressive curriculum plan and assessment tool for 'Off Site Learning'.	<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. Pupils make good progress within this area of the curriculum. Results of Staff survey to be analysed to identify areas for development Identify cross curricular links and progress. Opportunities for staff moderation of this area of the curriculum. Opportunities developed to involve parents and families in the delivery of this subject. 	<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 framework and make at least good progress. Staff are confident in the delivery and also the assessment 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. Parental feedback fed into future planning. 	<p>Off site learning curriculum team</p> <p>Department heads</p> <p>Class teachers</p>	<p>July 23</p> <p>Autumn 23</p> <p>Spring 2024</p>	<p>£300 for supply cover to allow curriculum team to create documentation</p> <p>E01 & E03</p>
4)	To improve the capability to accurately assess pupil progress by creating assessment exemplars to support descriptors within PE, Science and Technology.	<ul style="list-style-type: none"> Exemplars created to support accurate teacher judgements when assessing pupils in both Science, technology and PE Assess pupil attainment within science technology and PE using the new M scales. Share with staff and governors. Review after consideration of feedback. 	<ul style="list-style-type: none"> Staff confident in the assessment of pupil attainment. Pupil attainment and teacher assessments can be moderated. All stakeholders to feed into future development identifications. 	<p>Science and technology and PE curriculum team leads</p> <p>Class teachers</p> <p>All stakeholders</p>	<p>PE July 2023</p> <p>Science Dec 23</p> <p>Technology July 2024</p>	<p>£800 for supply cover to allow curriculum team to create documentation</p> <p>E01 & E03</p>

5)	To update the programme of study for the teaching of Computing and develop a set of M scale descriptors which effectively measure progress and attainment within this curriculum area.	<ul style="list-style-type: none"> Review the Curriculum overviews at each Key stage to ensure that they are progressive and meet the needs of pupils at Middleton. Create M scale descriptors to support the assessment of technology/ computing. 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. 	<ul style="list-style-type: none"> Computing curriculum at Middleton is reviewed and demonstrates progression. Pupils make at least good progress within computing / technology. Teachers supported in both their planning and assessment processes. Common understanding shared of exemplars of practice at differentiated levels across the curriculum. 	Science and Technology Curriculum Team SLT All teachers and further stakeholders	Autumn 2023 March 2024 Autumn 2024	£800 for supply cover while team create documentation E01 & E03
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	Intention	Implementation	Impact	Responsibility	Completed by	Budgetary Consideration
1	To improve the capability to accurately assess pupil progress by creating assessment exemplars to support descriptors within Humanities, Creative Arts and Off site learning.	<ul style="list-style-type: none"> Exemplars written to support assessment. Content reviewed by stakeholders. Curriculum team respond appropriately to feedback 	<ul style="list-style-type: none"> Pupils make at least good progress across the full range of curriculum areas. Staff confident when making judgements about pupil attainment. 	Curriculum teams	2 year programme by 2025	£1,000 for supply cover while team create documentation E01 & E03
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 ICT suite re-located locally with new resources to support the new programme of study. 	MF DH NO'N	3 year programme by 2026	Part of rolling programme -E20

3 Year Plan

Teaching and Learning – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To develop the delivery of computing through the purchase of new resources which support the computing programme of study.	<ul style="list-style-type: none"> Review of National Curriculum requirements. Audit of current resources and suitability for supporting the new programme of study. Purchase appropriate resources. CPD for staff in the appropriate use of new resources. 	<ul style="list-style-type: none"> Pupils make increased at least good progress in computing and technology. Pupil engagement with learning increases. Staff more confident in the delivery of computing and the use of resources to support this delivery. Pupils have access to a wider range of resources. 	<p>MF DH NO'N</p> <p>Computing curriculum team</p> <p>All staff</p>	Jan 24	<p>Part of rolling programme</p> <p>-E20</p> <p>£5,000</p>
2)	To develop professional practice in the classroom through an extended peer mentoring programme and programme of peer observations.	<ul style="list-style-type: none"> Schedule peer visits to classrooms within school to observe practice in different key stages. 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 work with local SEN schools to develop networks and share practice. 	<ul style="list-style-type: none"> Raised standards of teaching and learning across the school as staff learn from one and other. 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. Increase in number of staff delivering Outreach to local schools. 	<p>SLT</p> <p>Department heads</p> <p>Outreach leads</p> <p>All staff</p> <p>Contacts in local schools</p> <p>Training leads</p>	April 24	<p>£1,200 Supply cover costs</p> <p>ESS-E03</p> <p>£2000 E01 (supported by Outreach Income)</p> <p>£200 Resources for training/ moderation</p> <p>E09</p> <p>HIP Support</p> <p>£500</p> <p>E27</p>

3)	<p>To improve pupil outcomes within literacy through the implementation of a whole school phonics programme 'Monster phonics'.</p>	<ul style="list-style-type: none"> • Audit pupil progress over past five years and examine impact of new scheme. • CPD provided for all staff. • Purchase resources to support learning where appropriate. • Moderation of teacher assessments within the strand of reading. • Pupil case studies conducted. • Build a programme of peer mentoring and support, where older pupils work with younger pupils. 	<ul style="list-style-type: none"> • Sound knowledge of patterns of pupil attainment and progress. • Pupils make at least good progress within reading. • Staff gain confidence in the teaching of reading and in particular; phonics. • Pupils enjoy their fully rounded learning experience and engage more confidently with reading. • Teachers confident in their assessments. • Pupils share their knowledge with others. • English curriculum team develop knowledge of the subject and performance. 	<p>SLT</p> <p>Curriculum leaders.</p> <p>Teachers</p>	<p>Autumn 2023</p> <p>June 2023</p> <p>Autumn 2023</p> <p>Dec 2023</p>	<p>£150 Data analyst E01</p> <p>£500 Resources E19</p> <p>£200 Resources for training/ moderation E09</p>
4)	<p>To further develop a sensory curriculum for pupils with a more SLD profile, to ensure that all pupils make progress.</p>	<ul style="list-style-type: none"> • Review and evaluate the progress of M Team pupils 22/23. • Identify pupils for a 23/24 programme using the agreed entry and exit criteria. • Increase the designation size of pupils attending the M Team 23/24 • Use of designated space for teaching and learning for these pupils. • CPD for staff supporting pupils who require a more SLD curriculum. • Purchase of resources to support teaching and learning for these pupils. • Ongoing review of pupil needs and re-integration where appropriate. 	<ul style="list-style-type: none"> • Pupils make expected levels of progress. • Pupils exit the M team provision where appropriate. • Greater number of pupils have access to M team provision. • Resources allocated and in use. • Greater confidence among staff in the delivery of a specialised SLD sensory curriculum. • Pupils have greater access to whole class activities and experiences. 	<p>M team leads and SLT</p> <p>Class teachers</p>	<p>July 23</p> <p>June 23</p> <p>Sept 23</p> <p>Sept 23</p> <p>Aut 23</p> <p>23/24</p>	<p>Staffing £160,000 E01</p> <p>£500 training E09</p> <p>£1,000 resources E19</p>

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	Aut 24	Costs to be explored

Staff Development – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To further develop the role of the teaching assistant and improve pupil outcomes by ensuring that all staff openly contribute effectively to learning.	<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	Spring 2024	Staff cover £500 E01 & E03 Training £500 E09
2)	To develop a programme of professional development for all staff in the effective delivery of playtimes to support holistic development for all pupils.	<ul style="list-style-type: none"> Staff training planned to explore opportunities for learning through play. Resources purchased where appropriate. Structured play schedule in place and followed. Increase in lunch clubs. 	<ul style="list-style-type: none"> Increased skill set of staff who support pupils on the playground. Decrease in incidents of anti social behaviour at playtimes. Increased pupil independence, integration and engagement. 	SLT Play leaders All staff	Aut 23	Training £500 E09 Resources £500 E19

			<ul style="list-style-type: none"> Pupils make at least good progress across the curriculum. 			
3)	To raise the confidence of all teachers in the delivery of the teaching of Computing across both key stages.	<ul style="list-style-type: none"> Training needs audited and identified Dedicated INSET time to focus on the computing curriculum. Observations planned for peers to observe the teaching of computing. Moderation of assessments planned across the key stages. 	<ul style="list-style-type: none"> All staff more confident in the delivery of the computing curriculum. Pupils make at least good progress within computing. Increased confidence in the accuracy of assessments of attainment 	Science and technology team All staff	Spring 24	£ 500 Training costs E09 £500 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 performance 	<ul style="list-style-type: none"> Extended knowledge base across staff team. Personal professional development of staff. 	DH	Summer 25	Costs to be explored

Leadership and Management – 1 Year Plan

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To develop the role of the Family Liaison Officer to ensure that all stakeholders are supported effectively and appropriately.	<ul style="list-style-type: none"> New FLO (s) in post. Relevant and appropriate training identified and booked. Opportunities created for parents to meet with FLOs. Key roles and responsibilities identified to support the workload of SLT members. Pupils supported within 	<ul style="list-style-type: none"> FLOs confident and knowledgeable in their roles Network of support available to all stakeholders. SLT members supported in their roles. Pupils safe and happy attending school and making good progress across the curriculum. Effective communication 	FLOs SLT	Spring 23	Training costs £1000 E09

		<p>key areas of personal well being as well as academic achievement.</p> <ul style="list-style-type: none"> FLO to take on deputy DSL role and lead contact with other professionals. 	<p>among a range of professionals.</p> <ul style="list-style-type: none"> Effective transition of pupils entering and exiting the school. 			
2)	<p>To monitor and review the frequency of incidents on the playground and make interventions, at a leadership level, as appropriate.</p>	<ul style="list-style-type: none"> Playground incidents logged and analysed. Introduction of new incident recording sheet which feeds into Solero. Risk reduction measures implemented. Targeted interventions as a direct response to need. CCTV installed and monitored as appropriate. Training sourced as required and a development plan created for team of play leaders. 	<ul style="list-style-type: none"> Pupils feel safe. Pupils confident when interacting and socialising with others. Effective records feed into analysis and interventions. Pupils have a wider range of learning experiences through play. Staffing structure and deployment reduces incidents of challenging behaviour on the playground. 	<p>DH</p> <p>SLT</p> <p>Play leaders</p> <p>Whole staff</p>	Ongoing 23/24	<p>Analysis and admin time £100 E01</p> <p>Staff cover for training. £400 E03</p>
3)	<p>To produce and promote the PSHE M scales book with partnership schools; enabling effective moderation beyond Middleton.</p>	<ul style="list-style-type: none"> Proof reading of M scale documentation and then the publication of this resource. Promotion with other schools. Moderation opportunities scheduled. Resource used to assess pupil attainment within PSHE. 	<ul style="list-style-type: none"> Published resource in circulation. Income from the promotion of the publication. Confidence in accuracy of assessments made with regard to pupil attainment. 	<p>DH</p> <p>MF</p> <p>Admin team</p>	July 2023	<p>£300</p> <p>Publishing costs - E22 - against income received</p>

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 24	Costs to be explored
2	Investigate the possibility of further extending the school capacity	<ul style="list-style-type: none"> Initial discussion with SLT and then LA Consult with regard to planning opportunities. 	<ul style="list-style-type: none"> School pupil capacity numbers extended. 	DeH N O'N JH	Autumn 25	

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

	INTENTION	IMPLEMENTATION	IMPACT	Responsibility	Completion by	Budgetary Consideration
1)	To ensure that pupils are safe and happy at all times on the playground through the effective deployment of staff and resources.	<ul style="list-style-type: none"> Review current resource and capacity for improvement. Develop new ideas through whole school discussion, research and review. Use of additional external providers/coaches. Appoint an extra-curricular lead. Further programme of extra-curricular activity. Ensure effective staff training promotes positive well being for pupils. 	<ul style="list-style-type: none"> Pupils develop a wider range of play and social skills. Rise in pupil self esteem and personal well being. Increase in pupil independence. Increase in staff confidence when supporting pupils at play. Wider range of play resources in use. Children learn to structure their play. 	SLT Playleaders LS (well being lead) FLO	Feb 24	External Coaches £1000 E27 £500 Resources E19
2)	To extend opportunities for pupils to socialise with a peer group within the mainstream sector.	<ul style="list-style-type: none"> Further develop links with local mainstream schools. Arrange sporting events with mainstream schools. 	<ul style="list-style-type: none"> Positive role models for pupils. Sense of inclusion and so positive mental health 	SLT LS (well being lead)	Apr 23	Staff Cover £400 ESS-E03

		<ul style="list-style-type: none"> • Invite mainstream peers into Middleton. • Encourage work experience projects with pupils from schools in the locality. • Initiate an extra curricular club which is aimed at both specialist and mainstream sectors. 	<ul style="list-style-type: none"> • Pupils accepted by mainstream peers. • Development of friendships across the sectors. • Greater understanding of special educational needs across the community. 	All staff TW (sports)		£500 - Minibus hire E19
3)	To further develop a kinaesthetic approach to learning and optimal physical activity through attainment of the PE Active mark GOLD award.	<ul style="list-style-type: none"> • Sports lead to research and introduce the programme. • Build upon pupil physical development with targeted interventions. • External CPD for all staff. • Increase in physical activity for pupils. 	<ul style="list-style-type: none"> • Pupils make at least good progress in PE. • Pupils gain in social skills. • Pupils are safe and happy. • Staff develop confidence in the delivery of the PE curriculum. 	SLT Sports lead and PE team All staff	April 24	Staffing £800 ESS-E03
4)	To further extend availability of extra – curricular clubs; particularly those that may run after the school day is finished.	<ul style="list-style-type: none"> • Build into the new job role of the FLO. • Review current provision and research needs and desires of pupils. • Plan a new schedule of extra curricular clubs. 	<ul style="list-style-type: none"> • Pupils have access to wider range of extra curricular activities. • Increase in pupil well being. • Development of cultural capital. 	FLO SLT All staff	Autumn 2023	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. • Replace resources in L/S 	<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. 	DH NO'N MMc Heads of departments	April 24	Funded partly by committed funds from 22/23 Sports Grant & Pupil Premium E13 - £12,000 E19 - £4,000

		<ul style="list-style-type: none"> play area. Develop outside space adjacent to the annex. Improve the resources available for Forest Learning. 	<ul style="list-style-type: none"> Teacher planning has greater creativity and effective use of available resources. 	<p>Premises team</p> <p>Playleaders</p>		
2)	To research initially and then redevelop the Sensory Room to ensure that this resource meets the needs of a changing cohort of pupils.	<ul style="list-style-type: none"> Visit sensory rooms in other SEN provision Consultation with staff Fundraising ventures. Purchase of sensory resources Training for staff Induction for pupils. Timetabled provision to meets sensory needs of pupils. 	<ul style="list-style-type: none"> Pupils make good progress in key areas of the curriculum through a sensory approach to learning. Greater pupil participation in sensory learning. Improved pupil well being and positive behaviour management. 	<p>SLT</p> <p>Sensory lead</p> <p>All staff</p> <p>Premises team</p>	April 24	<p>Resources £800 - E19</p> <p>Fundraising to provide cost of refurbishment</p>
3)	Re-development of the ICT suite to create an additional Upper School classroom; expanding pupil cohort capacity and reducing overall class sizes.	<ul style="list-style-type: none"> Audit needs and available resources. Re-site the learning space for ICT. Purchase furniture and resources for a new classroom. Planning for class groups for the 23/24 year. 	<ul style="list-style-type: none"> Pupils benefit from slightly reduced class sizes. Resources purchased and in use by pupils. Successful learning space for ICT in use. Pupils make at least good progress across the curriculum. 	<p>SLT</p> <p>Premises team</p> <p>Science and technology team</p> <p>U/S teachers</p>	Autumn 23	<p>£1,500 from CAPITAL for classroom furniture.</p> <p>Resources £300 E19</p>
4)	Construction of permanent storage space for resources in school.	<ul style="list-style-type: none"> Explore possible sites for storage. Building quotes. Audit of resources and re-organisation. Purchase of new resources. 	<ul style="list-style-type: none"> Effective organisation benefits the well being of all stakeholders. Improvement in the aesthetics of the school environment. Resources accessible to all and in use 	<p>Premises staff</p> <p>DeH</p> <p>Curriculum teams</p> <p>HoDs</p>	January 24	Capital ???

	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 24	£4500 E13
2	To redevelop the playground area to improve drainage, safe spaces and all weather resources.	<ul style="list-style-type: none"> • Audit current provision and identify need. • Grounds work carried out • 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 CH Play leader SLT	Spring 25	Capital Investment?
3	To review the use of Office Space within school and redevelop space to expand that available to identified staff.	<ul style="list-style-type: none"> • Audit current provision and identify need. • Building work quotes obtained. • Additional space created. 	<ul style="list-style-type: none"> • Professional work space protected. • Positive well being for staff. 	DeH site staff	Summer 24	Capital Investment?
4	To extend the toilet facilities for staff.	<ul style="list-style-type: none"> • Appropriate sites for extension explored and agreed. • Building work quotes obtained. • Work carried out. 	<ul style="list-style-type: none"> • Improved staff well being. • Improved Health and safety. 	DeH site staff	Summer 24	Capital Investment?

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
1)	To expand the capacity to deliver Outreach to schools in DSPL3	<ul style="list-style-type: none"> • Training for a wider range of staff within Middleton. • Scheduled cover to allow staff to deliver Outreach. • CPD offered by Middleton on a termly basis. 	<ul style="list-style-type: none"> • Professional development for staff working at Middleton. • Support for educational providers within DSPL3. • Pupils needs better met within the mainstream provision. • Potential pupil number SEN provision may decrease 	DH LC (Outreach)	Dec 23	Reprographics £100 - E22 Staffing £30,000- E01
2)	To involve governors directly 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. 	SLT Curriculum leads Governors	April 24	Staffing costs £200 E01 & E03

3 Year Plan	Intention	Implementation	Impact	Responsibility	Completion by	Budgetary Consideration
1	Explore the possibility of leasing the hall/ annex 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 24	Costs incurred against income received

Key to abbreviations

DeH	Debbie Hartley
MMc	Matt McLaughlin
SLT	Senior Leadership Team
NO'N	Natalie O'Neill
FLO	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
JH	John Hayes
CH	Calum Hartley
MF	Matt Farnborough (Erudite)
HoDs	Heads of Department
SSH	Special School Heads