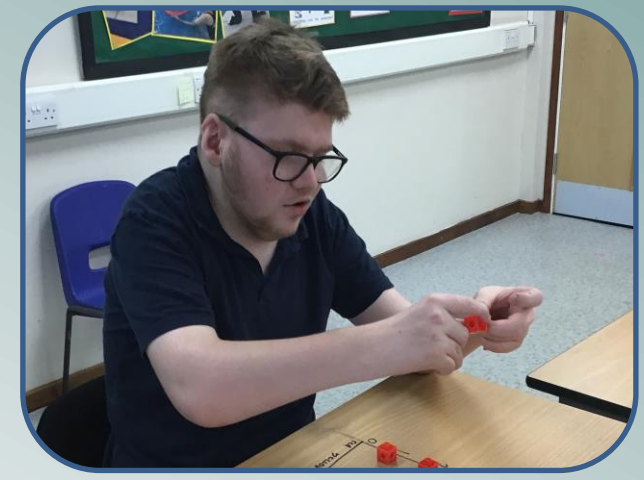


Chadsgrove

School Development Plan

2024-2025



Strengthening our Community through Excellence in Education



CHADSGROVE SCHOOL

Key Principles of our Vision

Chadsgrove Song...

*Chadsgrove's a community
We all achieve success
Chadsgrove's a community
We all achieve success
Working hard and having fun
That's what we do best!
That's what we do best!*

*Happy faces, lots of laughter
Talking, signing; communicate
Walking, rolling, side by side
Our differences, we celebrate*

*Targeting independence
We can fly. Feeling free
Skills for life. Confidence
Be the best that we can be*

Written by Chadsgrove School
pupils



Our School Values...



'Strengthening our Community through Excellence in Education'

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SCHOOL AIMS

Achievement and Standards

- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- To prepare pupils to make the best possible progress when they leave Chadsgrove

Technology and Innovation

- To maximise the use of technology in order to improve learning outcomes for pupils

Professional Development and Research

- To enable all staff to fulfil their roles as effectively as possible by accessing relevant and appropriate training including online/remote CPD
- To promote the use of research in order to develop staff expertise and maximise learning opportunities for the pupils and young people at Chadsgrove

Training School

- To provide a range of professional development and support services in education, to ensure the best possible outcomes for children and young people
- To ensure the smooth running of the ITT programme including remote provision

Quality of Provision

- To provide a welcoming environment and stimulating educational opportunities which promote effective learning and enables pupils to experience a sense of fun and achievement

Specialist Provision

- To use specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence

Outreach/School to School Support Services

- To provide appropriate levels of support for pupils with physical disabilities, their parent carers and school staff to achieve successful, inclusive education
- To offer advice, training and equipment, to help maintain access to a full curriculum
- To assist with all aspects of planning and implementing access for pupils with limited mobility, including building modifications
- To provide school to school support on request (in addition to WCF PD Outreach Service) for children with SEND in both mainstream and specialist settings

Families

- To liaise with and support parent carers and families as essential partners of the school

Community

- To foster the positive mental health and social, emotional and moral development of all pupils, thus enabling them to take their place in society as mature and responsible adults
- To promote the school's involvement in the community as far as is possible
- To maintain effective co-operation and communication with the school's trans-disciplinary team
- To prioritise the mental wellbeing of staff across the school and within our extended services
- To empower pupils with the skills and confidence to challenge inequality in society

We will strive to ensure our pupils will:

- Be safe, healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

CURRICULUM PRIORITIES 2024-2025

Autumn Term	Maths
Spring Term	Music
Summer Term	English

CURRICULUM PRIORITIES 2025-2026

Autumn Term	Art
Spring Term	Computing
Summer Term	Science

School Areas of Focus

Quality of Education

- To further foster the consistency of approach in teaching and assessing phonics so that all pupils make exceptional progress against their starting points
- To ensure all teachers are able to demonstrate outstanding progress for pupils through formative assessment that includes high quality video, photographic or written evidence
- To ensure that interventions, specialist provisions and therapies prepare pupils effectively for learning and improve their outcomes

Behaviour And Attitudes

- Promote positive and healthy relationships for all pupils through enhanced opportunities within the curriculum
- Adopt an 'Every Minute Matters' approach to every lesson of every day, to ensure pupils receive the best possible learning experiences
- Foster the positive mental health and well-being of all staff, pupils and their families

Personal Development

- To excel in preparing young people for life beyond school
- For the whole school community to understand and promote equality, diversity and inclusion
- Strive for excellence by ensuring a consistency of approach within total communication strategies used across the whole school

Leadership and Management

- To fully embed quality assurance processes across all aspects of the curriculum
- To maximise opportunities for pupils, staff and stakeholders through the successful collaboration with other schools/academy conversion
- Through actively seeking and acting upon the views of pupils, staff and families, the best possible outcomes for pupils are guaranteed

Quality of Education

To further foster the consistency of approach in teaching and assessing phonics so that all pupils make exceptional progress against their starting points.


Target	Lead	Impact (July 2025)
1. Identified staff to be trained in Little Wandle	Lucy L Teresa O	
2. All staff who teach Phonics to complete a peer observation of a phonics lesson by end of Autumn Term 2024	Lucy L Teresa O	
3. For staff to take responsibility for keeping abreast of their subject knowledge of Little Wandle e.g. website updates	Lucy L Teresa O	
4. Utilise termly assessments to ensure effective monitoring of pupil attainment in Phonics, to ensure those who are secure are stretched and challenged and those requiring further intervention are identified	Teresa O	
5. More proficient pupil readers support younger/less confident readers through a reading buddy scheme	Lucy L Teresa O	
6. Finalising assessment of progress for those pupils working at the "Foundation for Phonics" level	Teresa O	
7. Samantha Mole and Maureen Burrell to complete 4 training sessions on Creating a Literacy Rich Sensory Curriculum	S Mole M Burrell	
8. 1 member of staff to participate in the PGCE Phonics training event with visiting speaker	Lucy L	
9. A group of pupils are to be asked about their experience of Phonics and how it could be improved	Nic R	
10. To implement Functional Skills English in formal KS4/5 classes for pupils to use their phonic knowledge towards accredited courses	Georgia C-P	


<p style="text-align: center;">Quality of Education</p>	<p>To ensure all teachers are able to demonstrate outstanding progress for pupils through formative assessment that includes high quality video, photographic or written evidence</p>		
	Target	Lead	Impact (July 2025)
	1. Through group collaboration, Teachers and TA4s to identify what high quality video, photographic and written evidence looks like and evidence this with a good practice document	Teachers/ TA4s	
	2. SLT to quality assure evidence of learning identified through the outcomes of subject lead learning scrutiny	SLT	
	3. Assess and further enhance outstanding formative assessment methods appropriate to each Curriculum Pathway	Melanie B	
	4. Share outstanding practice for formative assessment with all teachers, especially those teachers who are new to Chadsgrove	Melanie B	
	5. Consistently embed the use of Assessment Trackers in the Semi-Formal and Formal Curriculum Pathways, ensuring these are being used to inform challenging 'next steps' for pupils	Melanie B	
	6. Ensure that Study Planners are being used effectively in Key Stages 4-5 in the Semi-Formal and Formal Curriculum Pathways, in order that pupils' progress towards their Annual Review targets is being assessed appropriately	Melanie B	
	7. Ensure that 'RAG rating' feedback sheets give pupils meaningful opportunities for self-assessment	Melanie B	
	8. SLT to carry out termly learning scrutiny activities	SLT	
	9. SLT to upskill all staff leading learning scrutiny activities	SLT	
10. SLT to join subject leaders for learning scrutiny in order to quality assure standardisation processes	Teachers SLT		


Quality of Education

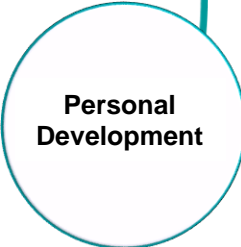
To ensure that interventions, specialist provisions and therapies prepare pupils effectively for learning and improve their outcomes


Target	Lead	Impact (July 2025)
1. Prioritise the key areas that are most likely to impact learning, such as communication, emotional regulation, or sensory processing	SLT	
2. Implement the recommendations outlined in the Habilitation Audit, completed by WCC Habilitation Specialist, so that pupils with a vision impairment can develop their independence and navigate around the school safely	SLT	
3. Ensure all staff are trained in delivering the interventions effectively	SLT	
4. Track progress using qualitative and quantitative data and link this to tangible outcomes	SLT	
5. MSI Co-ordinator to focus on delivery of 1:1 sessions for pupils with a sensory impairment, especially those with a Visual Impairment, so that pupils can receive the specialist teaching that they require to enable them to develop their visual skills to access the curriculum	Aimee S Ange S	
6. Develop an effective record of all interventions and therapies	Ange M	
7. Roll out the use of Sensory Circuits across school to support pupils with behaviour regulation	Carina	

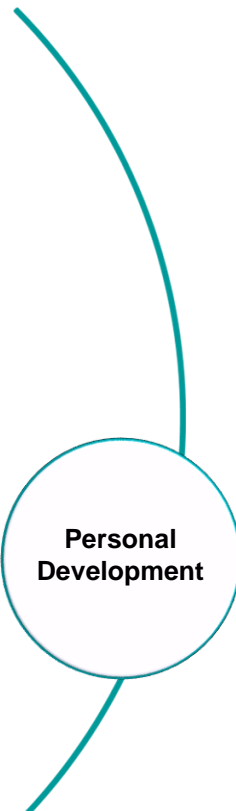
 <p>Behaviour and Attitudes</p>	Promote positive and healthy relationships for all pupils through enhanced opportunities within the curriculum		
	Target	Lead	Impact (July 2025)
	1. All teachers are trained to provide outstanding relationships education, enabling pupils to recognise/know/understand the nature of healthy relationships	Val H	
	2. Pupils take on a variety of responsibilities, enabling them to act as positive role models for their peers	Teachers TAs	
	3. Staff to be consistent with the use of terminology when explaining the meaning of friendships and romantic relationships to empower pupils to develop positive relationships with each other	Leigh B Val H	
	4. All staff to use the EQUALS programme and/or PSHCE Association resources to formulate effective lessons which clearly support pupils to have positive and healthy relationships	Teachers	
5. Lunchtime staff are trained to lead playground games which encourage pupils to play together	Carina T		

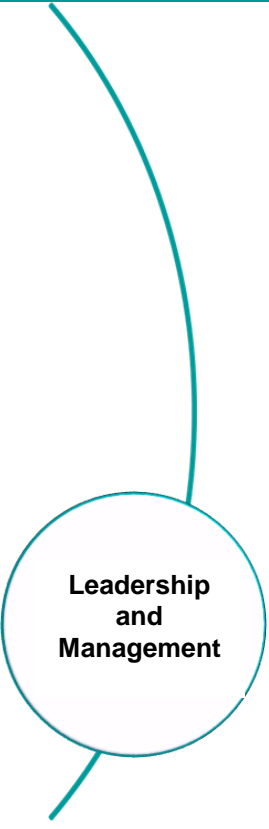
 <p>Behaviour and Attitudes</p>	Adopt an 'Every Minute Matters' approach to every lesson of every day, to ensure pupils receive the best possible learning experiences.		
	Target	Lead	Impact (July 2025)
	1. All staff are clear of the expectations in terms of teaching and learning time at the start and end of the school day	Teachers	
	2. SLT to prioritise lesson drop-ins between 9am-9.30am and 3.00pm-3.30pm	SLT	
	3. Teachers ensure transitions are seamless to maximise lesson time	SLT	


 <p>Behaviour and Attitudes</p>	Foster the positive mental health and well-being of all staff, pupils and their families.		
	Target	Lead	Impact (July 2025)
	1. Audit staff wellbeing including workload, through a staff survey and a series of voluntary workshops	Nic R	
	2. Develop a staff wellbeing Action Plan	Wellbeing Team	
	3. Analyse staff absence data and work with individual staff to secure high levels of attendance	Nic R, Jacqueline P	
	4. Analyse the impact of interventions on pupil emotional wellbeing	SLT	
	5. Consistently offer a rich and varied programme of wellbeing activities throughout the year	Wellbeing Team	
	6. Develop the Chadsgrove Family Committee	Vicky H	
	7. Run a wellbeing event for families	Vicky H	
	8. Gain reaccreditation of the Carnegie Award for Wellbeing	Nic R Leigh B	
	9. To embed 'Liquid Listening' Hydrotherapy into the curriculum	Ange S Rachel B Sam M	
	10. Research the use of Arbor for behaviour tracking and implement if staff workload could be reduced through the use of this system.	Bec G Ange M	
11. Offer additional opportunities that support staff wellbeing resulting in staff attendance being maximised	Nic R		

 <p>Personal Development</p>	To excel in preparing young people for life beyond school.		
	Target	Lead	Impact (July 2025)
	1. Develop our life beyond school programme ensuring full coverage across all ages and phases in school	SLT	
	2. Consider how the curriculum offer for pupils following the Semi-Formal Pathway can be strengthened in order to better prepare pupils for life beyond school	Melanie B	
	3. Train an in-house Level 6 Careers Advisor, enabling pupils to receive regular personalised careers information, advice and guidance	Bec G	
	4. Pupils in the Pre-Formal and Semi-Formal Pathways in Years 10 and 11 to visit social care provisions and specialist colleges	Teachers	
	5. Pupils in the Formal Pathway in Years 10 and 11 to visit appropriate colleges	Teachers	
	6. Further develop systems to plan bespoke work experience for pupils on the Formal Pathway	Chloe M	

 <p>Personal Development</p>	For the whole school community to understand and promote equality, diversity and inclusion.		
	Target	Lead	Impact (July 2025)
	1. Explore further strategies to maximise meaningful inclusion across the school community	SLT	
	2. Increase understanding about gender questioning and formulate a policy for pupils and staff	Jemma W	
	3. Raise the profile of whole school SMSC activities to promote equality, diversity and inclusion e.g. Festival of the Month	Chantelle C Claire H	
	4. MSI Lead and Co-ordinator to deliver staff training on the effective use of VI technology and best practice, so that staff are confident to deliver personalised learning opportunities to all pupils that have a vision impairment	Aimee S Angela S	
5. Further develop the Manual Handling training by: <ul style="list-style-type: none"> - Restructuring the training modules using the new software - Including the importance of PPE within the understanding disabilities module - Delivering a half day block of practical training for new staff, including the use of slide sheets and other specialist equipment 	Manual Handling Team		

 <p>Personal Development</p>	Strive for excellence by ensuring a consistency of approach within total communication strategies used across the whole school.		
	Target	Lead	Impact (July 2025)
	1. Increase the use of Signalong in all lessons and in assemblies	Bec S	
	2. Embed the use of Objects of Reference for pupils for whom this approach is appropriate	Bec S	
	3. Embed the use of on-body signing for pupils for whom this approach is appropriate	Bec S	
	4. A Lower School and Upper School AAC Pupil Ambassador will be actively involved to promote communication across school at the highest level	Bec S	
	5. All staff to receive additional communication training, bespoke to their class needs, as part of a SaLT package in school	Bec S	

 <p>Leadership and Management</p>	To fully embed quality assurance processes across all aspects of the curriculum.		
	Target	Lead	Impact (July 2025)
	1. Develop a Quality Assurance plan to evidence high quality teaching and learning across school, focusing on formative assessment, and disseminate this amongst staff	Nic R	
	2. Ensure Quality Assurance paperwork is fit for purpose for each department	Nic R Phase Leaders	
	3. Discuss outcomes of Quality Assurance work at SLT meetings and share with staff and Governors	SLT	
	4. Review the wider curriculum offer ensuring robust systems and processes are in place	Nic R	
5. Demonstrate high quality provision of offsite visits through the achievement of the Learning Outside the Classroom Mark Direct Award	Bec S		

 <p>Leadership and Management</p>	To maximise opportunities for pupils, staff and stakeholders through the successful collaboration with other schools/academy conversion		
	Target	Lead	Impact (July 2025)
	1. Senior leaders to deliver the new NPQ SENCO Award	Nic R Shelia H	
	2. Contribute to delivery on the ECT programme, in specialist settings, for Worcestershire	SLT	
	3. Provide opportunities for staff from within the academy to begin to get to know each other through collaboration events	Deb R	
	4. Provide opportunities for the group of schools within the academy to begin to share expertise	Deb R	
	5. To formulate an Academy Development Plan with Trust schools	Deb R	
	6. Systems of Governance begin to reflect the academy status	Deb R Jacqueline P	
	7. Secure links and appropriate networks to support key academy personnel and ensure the best foundation for the academy to become established	Deb R Jacqueline P	
8. Establish secure links with the DfE and wider professional bodies to remain abreast of current initiatives and developments e.g. grants and funding	Deb R Jacqueline P		



Through actively seeking and acting upon the views of pupils, staff and families, the best possible outcomes for pupils are guaranteed

Target	Lead	Impact (July 2025)
1. Explore meaningful ways of gaining accurate feedback from pupils in all Pathways	SLT	
2. Discuss the results of the Pupil Questionnaire with School Council to determine next steps	Sam M	
3. Share the outcomes and next steps of all questionnaires with the wider school community	Nic R	
4. Involve staff in auditing staff wellbeing and develop a wellbeing strategy	Nic R	
5. Share the outcomes and next steps of the families questionnaire with parent carers	Vicky H	
6. Ensure the feedback from Learning Detectives is instrumental in influencing outstanding teaching and learning	Sam M SLT Teachers	
7. Gain feedback from pupils across the school of their experience of learning at Chadsgrove to maximise their opportunities in school	Nic R	