



# St. Anthony's School

## School Development Plan

### 2023-2024



## School context – September 2023

Number of pupils on roll	234	Number of pupils eligible for pupil premium	87	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan		100%		
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	L: 100% M: H:	Most recent OFSTED grade	1	Number of Teaching Staff	32			
				Number of Support Staff	AT/SSA/TA/MMS		85	
					ADMIN/ IT		10	
					PREMISES/ CLEANERS		9	
Percentage of pupils with English as an additional language (EAL)	6.3%	Percentage of pupils who are CLA	4.1%	Overall absence		7.1%		
				Unauthorised absence		0.5%		
Key OFSTED actions from last report May 2022	The teaching of a government approved systematic phonics programme to support the development of reading including training for staff To further develop and implement the careers programme and provide opportunities for pupils to learn about the workplace and the skills that are valued in the workplace.							
Breakdown of primary need %	Communication and Interaction		Cognition and Learning			SEMH	Sensory and Physical	OTHER
	SLCN	ASC	SpLD	MLD	SLD		VI/HI/MSI	
	32.9%	35.5%	0.4%	11.1%	0.4%	3.8%	3.9%	12.1%

**St. Anthony's School motto is 'Learning Together'. We have five aims for our children and they are:-**

- *A school where every member's unique contribution to the school community is valued and given the support and encouragement necessary to meet the demands of education and personal change.*
- *A school where each child receives a broad and balanced curriculum that is personalised to enable each child to fulfil their full potential.*
- *A school to allow all pupils to develop positive relationships, build skills in tolerance, patience, trust and compassion and to value themselves, others and the world around them.*
- *A school to foster in our pupils a 'can do' attitude and positive approach to learning.*
- *A school that recognises the value of education as a life-long process to assist them in acquiring the necessary skills and confidence to develop and adapt as individuals.*

### **Vision for 2023-2024**

#### **Objective 1: The Quality Of Education**

- Teaching and Learning
- Outcomes for Pupils

#### **Objective 2: Behaviour and Attitudes**

#### **Objective 3: Personal Development**

#### **Objective 4: Leadership and Management**



# Objective 1 - Quality of Education

## Teaching and Learning

At St. Anthony's our vision is to provide high quality teaching that is adapted and personalised to meet the individual needs of all pupils. We aim to ensure that pupil's individual needs are addressed with sensitivity and flexibility. The intention is to enable our learners to make progress within our vibrant, nurturing and diverse school community and to prepare them for future life.



### Intent:

- To sustain outstanding teaching learning and assessment within a culture of professional practice which is clearly set within an ongoing cycle of improvement

### Impact:

- Ambitious, broad, relevant and coherent curriculum meets the needs of all our pupils. Teaching promotes increasing independence and prepares pupils for adulthood
- Teaching is of sustained high quality, matched to pupil need, ensuring excellent progress and aspirational outcomes
- Pupils needs are met by highly trained staff
- Pupils are supported to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement

### Areas for development:

- To continue to develop and embed and develop the school literacy and phonics offer through implementation, review and improve.
- Create a shared model of Adaptive Teaching and what this looks like in our school.
- Develop and support new Teaching Staff (Geography & D of E, Year 4/5 and a new ECT) and support staff joining in Sept 2023. Support Teaching staff adapting to new roles (Static Base, Drama, Art)
- To continue to support and develop the use of research to ensure high quality teaching so that staff develop detailed knowledge and skills in order to achieve the best possible outcomes. (NPQ staff to review and evaluate training undertaken. Share information from course and research outcomes teaching staff/SLT).

### From our previous inspection 4-5th May 2022

The school provides an ambitious and well-designed curriculum. There are an impressive range of subjects available for pupils to study....Staff have high expectations for every pupil. Children settle quickly when they join in early years. As they progress through the school, pupils rapidly gain the confidence and self-belief to try the various opportunities that are provided. Many go on to further education, with an impressive range of useful qualifications.

Intent	Implementation	Timescales	Impact	Lead	Cost	Governor Link
1.1 To continue to develop and embed and develop the school literacy and phonics offer through implementation, review and improve.	<ul style="list-style-type: none"> <li>Phonics INSET Sept 23</li> <li>Plan and deliver training to parents based on questionnaire results</li> <li>Implement, develop and review Twinkl phonics strategy</li> <li>Implement reading and phonics sessions at the end of the day for tutor groups in the Secondary Department.</li> </ul>	2023-2024	St. Anthony's phonics offer is clear, maintains quality and is fully understood and applied by all. This is rooted in ensuring the best outcomes and for all learners within literacy. Delivery of reading is clear, adapted and pupil focused with phonics effectively used to support literacy outcomes for all.	SP IE	N/A	TBC
1.2 Create a model of Adaptive Teaching at St. Anthony's School	<p>Facilitate professional dialogue around Adaptive Teaching – INSET</p> <p>Brainstorm Adaptive Teaching methods and barriers to learning.</p>	Autumn 2023	St. Anthony's Model of Adaptive Teaching is clear and used by all.	L Se	N/A	H O'S
1.3 Develop and support new Teaching Staff (Geography & D of E, Year 4/5 and a new ECT) and support staff joining in Sept 2023. Support Teaching staff adapting to new roles (Static Base, Drama, Art)	<p>Induction of new Teaching Staff (EJ-B, SD, CR) and those teaching subjects that are new to them. (RG)</p> <p>3 &amp; 5 month reviews in place.</p> <p>6 month probation period.</p>	2023-2024	Staff new to the school have a thorough induction and support to enable them to fully transition to their role in school.	SLT Mentors ML	N/A	H O'S

1.3 To continue to support and develop the use of research to ensure high quality teaching so that staff develop detailed knowledge and skills in order to achieve the best possible outcomes. (NPQ staff to review and evaluate training undertaken. Share information from course and research outcomes teaching staff/SLT).	Through the appraisal process, staff have the opportunity to discuss and look at appropriate courses/ education to support their job role	2023-2024	Staff have the opportunity to access further CPD and qualifications to support and enhance their job role.	SLT Appraisers	CPD Budget	HO'S
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# Objective 1 - Quality of Education Outcomes for Pupils



## Intent:

To keep pace with educational developments in practice and research to ensure outcomes for pupils are accessible, supportive and follow clear next steps

## Impact:

- Pupils are enabled to learn together, enjoy and achieve
- Progress towards independence and adulthood (however small the step may be) is captured
- Pupils gain qualifications that enable them to transition effectively to Post 16 provisions.
- Pupils develop the knowledge, skills, independence and resilience to face future challenges
- Individual progress towards EHCP outcomes is well documented and new EHCPs are digitally available to staff.

## Areas for development:

- Further training on our 'Earwig' assessment system to support data analysis.
- Developing staff knowledge across the school to ensure outcomes rooted in expertise of all staff.
- Further develop Secondary Static Base provision to support outcomes for pupils with complex needs.
- All pupils leave school with appropriate and relevant qualifications.
- Consider the curriculum in light of the changing needs of pupil intake at reception and Junior pupils with more complex needs.
- Continue to review and adapt the Key stage 4 pathways to meet the needs and aspirations of the cohort in school.

## From our previous inspection 4-5th May 2022.

Assessment is well used to ensure that staff identify any gaps in pupils' learning.

Many pupils leave school with a range of useful qualifications from level 1 to GCSE. They usually go on to local colleges for further education and training. Leaders have started to implement a more detailed careers programme for pupils.

Those in key stage 4 can follow different pathways. These enable pupils to develop their own skills and interests further. For example, pupils who like outdoors activities can follow the pathway that consists of forest school, land-based studies and the Duke of Edinburgh's Award.

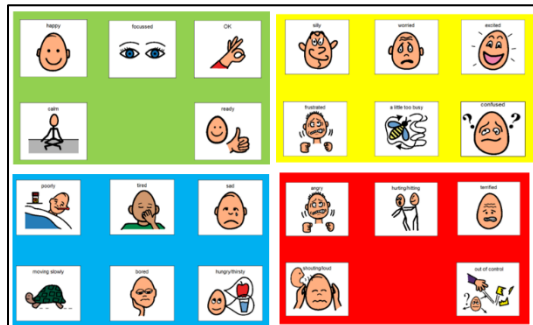
Intent	Implementation	Timescales	Impact	Lead	Cost	Governor Link
1.4 Earwig Assessment is clear and analysis is undertaken effectively	Earwig INSET Sept 23 rooted in key concepts and application of assessment analysis. Departments continue to have time together to look at data analysis. ML to lead.	INSET Sept 23  Data drop termly.	Teaching across the school continues to be built on a foundation of assessment and analysis.	HB  Middle Leaders	£400	H O'S
1.6 Extend all staff knowledge to ensure continued high quality pupil outcomes and teaching and learning best practices	Extend understanding through reading material (e.g. metacognition, cognitive load)  Targeted personalised learning for ECT's	Ongoing	Teaching and Learning practice is rooted in current research and developments with participative, self-reliant and reflective practice in place for all	L Se		H O'S
1.7 Further develop Secondary Static Base provision to support outcomes for pupils with complex needs.	Additional base and staffing implemented to support those pupils in Year 7 and 8 who are not yet ready to fully transition in the secondary department	September 2023	Pupils continue to progress and are able to successfully access the secondary provision at a pace that is appropriate to their individual needs.	LSu / TW		HW-M
1.8 To ensure the Primary Curriculum meets the needs of the current cohort in school.	Consider the curriculum in light of the changing needs of pupil intake at reception and Junior pupils with more complex needs.	September 2023-September 2024	Curriculum fully meets the needs of individual pupils.	RA /SK / MA LA/ KD	N/A	JM



1.9 Continue to review and adapt the Key stage 4 pathways to meet the needs and aspirations of the cohort in school.	Consider the KS4 Curriculum to meet the aspirations and needs of current cohort in KS4.	On-going	Pupils access a wide and varied KS4 Curriculum to provide the skills required to progress onto Higher Education.	LSp/ KS4 staff		RS
1.10 All pupils leave school with appropriate and relevant qualifications.	Pupils are entered for appropriate level qualifications.	On-going	Pupils have qualification to support their next stage of education.	LSp		RS

# Objective 2 – Behaviour and Attitudes

St. Anthony's School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment aware school which means we use trauma informed practice and focus on building positive relationships between children and staff and children with their peers. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world



## Intent:

To promote positive relationships and attitudes that supports all learner to access a broad and balanced curriculum and prepare for adulthood leading to improved quality of life in their communities.

## Impact:

- Tolerance and respect for individual differences, abilities, needs and beliefs is in evidence throughout the school
- Pupils develop awareness of their emotions, regulations strategies, social norms and patterns of behavior. Pupils are supported to in social interactions which enable participation in school, family and community life.
- Bullying, peer-on-peer abuse or discrimination are not tolerated and in case of any related situations, the staff handle them quickly and effectively

## Areas for development:

- Facilitate whole staff training in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies
- Update School Behaviour Policy to reflect our attachment aware philosophy.
- Collaboration with parents and governors regarding draft 1 of our updated Attachment Aware Behaviour Regulation Policy.
- Creation of a St. Anthony's Pledge in child speak, displayed around school.
- To respond to the increasing complexity of pupils' needs who are finding it harder to consistently attend school due to SEMH.
- To continue to monitor and provide support for those groups of pupils whose attendance is below 90%

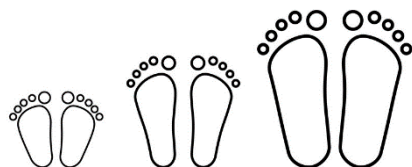
## From our previous inspection 4-5th May 2022.

Staff ensure that situations that could cause unwanted behaviours are quickly identified. Because of this, there is a calm and orderly atmosphere throughout the school. Pupils know that if bullying does occasionally happen, it is never tolerated.

Intent	Implementation	Timescales	Impact	Lead	Cost	Governor Link
2.1 Facilitate whole staff training in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies	<ul style="list-style-type: none"> <li>• INSET Sept 23 in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies</li> </ul>	2023-2024	The school has a robust and trauma informed approach to supporting behaviour and it is able to share this knowledge with key stakeholders (staff, governors and parents).	L Su SLT		HW-M
2.2 Update School Behaviour Policy to reflect our attachment aware philosophy.	<ul style="list-style-type: none"> <li>• First draft of policy created, approved and shared with stakeholders for feedback.</li> </ul>	Draft 1 Sept 23	The school has a robust and trauma informed approach to supporting behaviour.	L Su SLT		HW-M
2.3 Creation of a whole school Attachment Aware Pledge	Our school signs up to an agreed Attachment Aware principles.	Sept 23	Pupils attitudes reflect the schools values and ethos rooted in enjoying and achieving whilst at school and beyond.	L Su/ L Se		HW-M
2.4 To respond to the increasing complexity of pupils' needs who are finding it harder to consistently attend school due to SEMH 2.5 To continue to monitor and provide support for those groups of pupils whose attendance is below 90%	Work with families and pupils to increase attendance while taking account of therapeutic appointments.	Ongoing	Everything possible is in place to support every pupil to attend a school as much as possible.	DSL's  Pastoral Lead		HW-M

# Objective 3 – Personal Development

Our intention is for pupils to be able to make informed and safe choices in adult life for themselves and others. The aim of teaching pupils about Physical Health, Mental Wellbeing, Relationships and Sex Education is to prepare them for life in Modern Britain and give them the information they need to make good decisions and help them develop healthy, nurturing relationships of all kinds.



## **Intent:**

To promote pupils ability to engage with and understand the world around, their communities and people around them to increase their cultural capital, self-actualisation and quality of life.

## **Impact:**

- Pupils are supported to become independent, responsible and respectful in their day to day life.
- Pupils receive unbiased careers advice and gain experience of the world of work.
- Pupils are supported for the next phase of their education between classes and Key Stages and make the transition successfully.
- Pupils develop self-belief and enjoy and achieve during their time in school
- Safeguarding is effective

## **Areas for development:**

- Continue to develop careers, Gatsby and progression within the overall Careers curriculum
- Identify age appropriate work experience placements within the community.
- To support the new pastoral manager
- Review SRE and continue to update with any further government recommendations
- To ensure that the end of day tutor session has a clear plan and purpose to support pupils learning and social needs.

## **From our previous inspection 4-5th May 2022.**

Pupils' personal development is at the heart of what the school does. One parent expressed their views, 'Since attending St. Anthony's, we have seen huge progress in our child's social and emotional development. It has been life-changing for both them and us.'

From the moment they start school, children in early years are skillfully supported and reassured by staff. Children with ASD quickly learn the school's routines. As they progress through the school, pupils gain the confidence to try new activities. Staff successfully develop pupils' independence through a range of enrichment activities. There is an impressive range of extra-curricular activities.

Therapy is interwoven throughout the school day. A wide range of therapy options, such as dance movement psychotherapy, are available to meet pupils' needs. Therapy provides pupils with effective opportunities to support their personal and academic development.

Intent	Implementation	Timescales	Impact	Lead	Cost	Governor Link
3.1 Continue to develop careers, Gatsby and progression within the overall Careers curriculum across all key stages	<ul style="list-style-type: none"> <li>Highlight Gatsby Benchmarks</li> <li>Teachers to lead implementation</li> <li>Have clear material referencing the Gatsby Benchmarks?</li> <li>Careers displays in place in each classroom</li> <li>Careers Programme Developed</li> <li></li> </ul>	By December 2023	<p>The school focuses on the best outcome for all learners and focuses on developing skills to ensure that next steps and destinations are at the heart of Post-16 thinking</p> <p>Increased opportunities for pupils to succeed beyond school.</p> <p>Transition and next steps are clear to stakeholders with increased focus on KS5 and high- quality life skills provision.</p>	HCo		RS
3.2 Identify age appropriate work experience placements within the community.	Age-appropriate experiences and activities which prepare for life as a young adult are offered across the school, particularly in KS4	Plan in place by December 2023	Pupils develop knowledge, skills and experience in the world of work to support opportunities as the move into higher education	HCo		RS
3.3 To support the new pastoral manager	To ensure that the new pastoral manager has a full handover and access to training required to fulfil the job role. Weekly peer supervision. Monthly DSL meetings.	September 2023	Pastoral manager is confident in new role.	SLT		KT
3.4 Review SRE and continue to update with any further government recommendations	New PSD lead to access appropriate training to understand and implement required changes.	Autumn 2023	SRE curriculum is clear and fulfils government recommendations.	SD		KT
3.5 To ensure that the end of day tutor session in Secondary has a clear plan and purpose to support pupils learning and social needs.	Tutor sessions are planned to incorporate learning and social opportunities. Restorative conversations led by staff.	September 2023	<p>Pupils are more regulated before transport home.</p> <p>Staff have opportunity to work with key pupils – completion.</p>	SLT		KT

# Objective 4 – Leadership and Management



## Intent:

To sustain leadership and governance to further enhance the school's systems for self-improvement and increase the capacity of all staff to take a role in leadership and management.

## Impact:

- Leaders have strong, shared values, policies and practices in place, supporting a clear vision of how they plan to provide high-quality education to all
  - Leaders and educators concentrate on the long-term development of staff, their subject and pedagogical knowledge, and appropriate use of assessment.
  - Leaders can successfully engage with learners, staff, parents, carers, employers, local services; and they are constructive and helpful in a realistic manner when managing staff
  - Accountability and commitment to improvement across all roles.
  - Performance continues to improve as a result of dynamic, appropriate and outcome focused provision
  - Safeguarding is effective.
- Staff well-being facilitates school ethos and creates a positive learning climate for all rooted in effective wellbeing for all.

## Areas for development:

- To ensure that staff remain equipped to support the pupils changing needs and develop their own resilience.
- Increase and diversify the skills of the staff team to extend quality of the school offer.
- In collaboration with the LA, SBM and governors, write and agree a plan that sets out the direction of the school and plans for expansion.
- To review school funding formula and increasing costs ensuring the school maintains a balanced budget
- To review the staffing and structure as the school continues to grow in numbers. (Succession planning)

## From our previous inspection 4-5th May 2022.

Leaders ensure that staff feel valued and supported. Staff say that their well-being is carefully considered by leaders. Staff consider that the workload they have is fair and manageable. Governors work closely with leaders. They know the school's future priorities and ensure that statutory responsibilities are met.

Leaders ensure that staff fully understand the safeguarding policies of the school. There are effective systems in place to monitor and support the needs of all pupils. All staff have completed a rigorous programme of safeguarding training. They have a detailed understanding of the ways in which pupils are vulnerable.

Intent	Implementation	Timescales	Impact	Lead	Cost	Governor Link
<p>4.1 To ensure that staff remain equipped to support the pupils changing needs and develop their own resilience.</p> <p>4.2 Increase and diversify the skills of the staff team to extend quality of the school offer.</p>	Staff have access to an appropriate range of training, pastoral and peer support.	On-going	Staff feel well supported and have the skills and tools to be highly effective when working with pupils in school.	HB/SLT		JM
4.3 To investigate opportunities with LA to support increasing numbers of pupils needing specialist provision.	In collaboration with the LA, SBM and governors, write and agree a plan that sets out the direction of the school and plans for expansion.	On-going	Clear plans are in place that enable the school to grow and meet the increasing pressure for places.	HB/SLT		J'OB
4.4 To maintain a balanced school budget from the last financial year.	To review school funding formula and increasing costs ensuring the school maintains a balanced budget from the current starting point.	On-going	Astute financial planning to ensure current levels/ opportunities whilst maintaining a balanced budget.	JB/HB		J O'B / CD
4.5 To review the staffing structure as the school continues to grow in numbers. (Succession planning)	To review current structure in school and create a proposal model for growth over the next 3 years with budget costs	On-going	There is a clear strategic plan for staffing in place that enables the growth of the school. The projected budget allows this plan to be implemented.	HB/SLT		J O'B



