



DURANTS SCHOOL
SCHOOL IMPROVEMENT PLAN
2020 – 2021
2 YEAR PLAN

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QUALITY OF EDUCATION

ANNUAL REVIEW FORMAT - Frances

INTENTION / EXPECTED OUTCOME

To deliver training to all teachers from September 2020, to be confident in writing students' Annual reviews in the new format

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To simplify the Annual Review report format so that all teachers can deliver an in-depth report on a young person's EHCP Outcomes + their associated IEP targets through discussion and power-point presentation 	Frances Sutherland June /July 2020	Staff time IWB Power-point Annual review schedule	Training has been delivered to all teachers (July 2020) Some teachers have already successfully completed AR reports for 6 students
<ul style="list-style-type: none"> Refresher for the trainee teachers, to ensure they have full understanding of the Annual review process and report writing 	F. Sutherland Autumn Term 2020	Staff time IWB Power-point Annual review schedule	

<ul style="list-style-type: none"> Evaluate at the end of the Academic Year any pitfalls / that need to be addressed for subsequent AR meetings 	F. Sutherland June / July 2021	Staff time IWB Power-point	
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QUALITY OF EDUCATION

SHARED PLANNING - HODs

INTENTION / EXPECTED OUTCOME

As a school we are developing a robust Teacher Training Programme for newly qualified / unqualified / new to Durants teachers and a way of improving one area within in it the HODs will be supporting and encouraging shared planning across their departments to ensure a centralised model where schemes of work (SOW) are jointly planned and shared between all. The aim of this is to ensure:

- Reduced workload** – by having a wide range of powerpoint presentations / resources readily available so teachers are spending less time on planning;
- Quality control** – a greater potential of SOW to be of a higher quality, especially if they have been collaboratively planned / discussed by others;
- More equitable approach** – with shared resources, pupils have access to the same base content and they will learn the same skills, irrespective of which class they are in or which teacher they have. This is fairer and can help to establish a culture of high expectation; and
- Professional development** – teachers will gain invaluable insights on how others devise SOW, particularly beneficial for newly qualified / unqualified / new to Durants teachers. The process of creating resources will result in teachers sharing their knowledge and expertise, develop teachers’ practice and foster departmental cohesion.

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

- To implement shared planning across Lower, Middle and Upper Departments by pairing / grouping teachers together with pupils of similar ability / classes. All planning / resources to be shared in the corresponding Curriculum Resources file on the system.

HODS / Sept 2020

Curriculum cycles & SOW

<ul style="list-style-type: none"> HODs to check in with the teachers within their departments to ensure shared planning is being implemented and to support any snagging issues that may arise. 	HODs / half termly		
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QUALITY OF EDUCATION

RELATIONSHIPS & SEX EDUCATION – Jackie

INTENTION / EXPECTED OUTCOME

The new RSE subject will be integrated into our curriculum between September 2020 & April 2021. This subject will be differentiated to suit the needs of our Pupils, respecting culture, religion, both understanding and age appropriateness of all our pupils and their families. Parents have been informed of the criteria included in this subject and it will be taught cross curricular with Science, PSHE and basic life skills AQA units.

IMPLEMENTATION / ACTIONS

- Subject to be introduced into our Curriculum
- RSE 'I can statement' has been introduced to our Assessment tool. It begins from stage 1 – stage 5. The progress levels (P4-P8) have been amalgamated with PSHE.

RESPONSIBILITY / TIMESCALE

Fully implemented
between September 2020
& April 2021

RESOURCES / COST

pending

IMPACT / EVALUATION

This will equip our students with the knowledge & understanding of natural body changes into adulthood and on how to protect themselves, keep safe & know their legal rights.

<ul style="list-style-type: none"> RSE Policy has been added to our school Policies 	September 2020	No cost	The Policy reflects the way in which the sensitive information within this subject, will be introduced to our pupils, in accordance to their needs and understanding.
<ul style="list-style-type: none"> Investigating a software packages available to assist the understanding of our pupils. – SoSafe package - 	Fully implemented between September 2020 & April 2021	pending	This will ensure a better understanding of growing up.

QUALITY OF EDUCATION

CREATIVE – Caroline			
INTENTION / EXPECTED OUTCOME			
<p>For Creativity to be introduced more widely across all settings of Durants school. Arts Award will be accessible for all pupils in KS3 and KS4 and will run in line with each Departments Curriculum. Each Department will be assigned a level of Arts Award (Discover, Explore, and Bronze) and this will be completed over the 2 or 3 years that the pupils are in each Department. Training will be held for all staff in each Department on how to implement Arts Award. This will also include how to incorporate Creativity within all subject areas i.e. through Cross-Curricular teaching and learning. The Creative Arts section of the new Preparing for Adulthood Upper Department (KS5) Curriculum will be expanded to include more Art and Design Units to enable to the pupils to achieve AQA units more widely across the Creative Arts.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To run individual Arts Award training for Lower Department (Pitfield Way) Lower Department (Southgate) and Middle Department (Southgate) as part of the After School Calendar which will include information about how to implement Arts Award within the existing Curriculum i.e. through cross-curricular teaching and learning. 	<p>Caroline Briers Autumn Term 2020</p>	<p>Staff time</p>	<p>For Creativity to be introduced more widely across the school.</p>
<ul style="list-style-type: none"> To run Creative Arts training for Upper Department as part of the After School Calendar which will include information about how to teach Arts AQA Units through cross-curricular teaching and learning. 	<p>Caroline Briers Autumn Term 2020</p>	<p>Staff time</p>	<p>For Creativity to be introduced more widely across the school.</p>
<ul style="list-style-type: none"> To meet with Jamie Thaxton (ARP – HOD) to plan how Arts Award could be implemented his the ARP setting. 	<p>Caroline Briers and Jamie Thaxton Autumn Term 2020</p>	<p>Staff time</p>	<p>For Creativity to be introduced more widely across the school.</p>

QUALITY OF EDUCATION

NATIONAL CURRICULUM LEVEL DESCRIPTORS – Kay			
INTENTION / EXPECTED OUTCOME			
<p>Last year a working party developed a Moderation Policy which updated the P Level descriptors to support the school’s curriculum and associated assessment tool, I Can. This was a success and has been implemented across the whole school. However, the National Curriculum (NC) descriptors currently used to assess pupils and for moderation purposes are outdated and no longer support the pupils’ needs at Durants School – this process needs to be developed.</p> <p>The expected outcome would be for teachers to be better informed with the most up to date NC descriptors, therefore enabling them to moderate pupils’ work more accurately and with a holistic approach incorporating the school’s curriculum and I Can. This should raise the quality of education by enabling teachers to moderate more effectively and efficiently.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> ● Create a working party of experienced teachers who are willing to develop the moderation process. 	Kay / Oct half term	Research relevant NC descriptors for project	
<ul style="list-style-type: none"> ● Update NC level descriptors (Stage 1 – Stage 5) for core subjects and PSHE. ● Liaise with Lower School Lower and Middle HODs to ensure the level descriptors are suitable for their Key Stages. ● Trial at first moderation cycle and get feedback from teachers on effectiveness. 	Kay & working party / Dec half term / first test during moderation	New moderation policy Descriptors for Maths, English, Science & PSHE.	

<ul style="list-style-type: none"> Update NC level descriptors (Stage 1 – Stage 5) for remaining subjects taught and assessed. Liaise with Lower School Lower and Middle HODs to ensure the level descriptors are suitable for their Key Stages. 	Kay & working party / July 2021	Descriptors for Art, Computing, Geography, History & PE	
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QUALITY OF EDUCATION

LESSON OBSERVATIONS – Daniela & Anita

INTENTION / EXPECTED OUTCOME

Classroom and lesson observations are carried out in order to support school improvement. The functions of classroom observations include;

1. Knowing where strengths and Weaknesses exist in classroom practice
2. Accountability and Inspection
3. CPD and Coaching
4. Performance Management and Appraisals

The latest OFSTED Education Inspection Framework (EIF) for schools came in to effect in September 2019. As a school, we need to implement the changes to lesson observations in accordance with the recent guidelines to ensure consistency and a high standard of Teaching and Learning across the school. For pupils to experience a curriculum which offers a breadth of study and high quality lessons giving them opportunities to achieve.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Create a new lesson observation proforma 	Daniela & Anita January 2021	Time	Termly

<ul style="list-style-type: none"> Update the lesson Observation Policy/ protocol in relation to the changes 	Daniela & Anita March 2021	Time	Yearly

BEHAVIOUR & ATTITUDES

PBS - Steve

INTENTION / EXPECTED OUTCOME

The school has embedded the core principles of PBS and remains committed to implementing and developing this approach. The focus is now on developing our ability to reflect on incidents and making the procedures around this more robust. This will be achieved by developing templates for post-incident discussions and improving the way we analyse online behaviour log data in internal and multi-agency meetings. We are also aiming to increase parental understanding and involvement through training and information sessions and/or online videos. A key element of PBS is to enable pupils to participate in a wider range of meaningful activities, so we are aiming to develop a range of extra-curricular clubs and activities that will be accessible and relevant to all pupils.

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

Post-incident Management & Support

- Develop pro forma for debriefing after incidents to increase support for staff teams and enable them to reflect, analyse and adapt strategies
- Improve data collation of online behaviour logs, quiet room recording forms to be included and analysed in Governors/SLT/Departmental and MAWS meetings as appropriate

- Pro forma developed and trialled by Dec 2020 (Steve/Daniela/Carmel/HoDs)
- Data presented and analysed at SLT/MAWS by Dec 2020 (Steve)

- Protected time to develop and trial pro formas
- Google forms/sheets

- Debriefing proforma agreed and in circulation by Jan 2021 – improve staff and pupil wellbeing
- Data used to inform and analyse at internal and multi-agency meetings by Jul 2021 – improve behaviour analysis and multi-agency working, reduce behaviours of concern

<p>Parental Awareness and Engagement</p> <ul style="list-style-type: none"> Develop and deliver PBS Awareness sessions alongside Mental Health Lead to increase parental understanding of PBS and improve joint partnership Develop and deliver PBS At Home sessions alongside Mental Health Lead/local services (SCAN/CAHMS/Cheviots) for identified parents who would benefit from PBS input Develop online information and support videos/tools as part of strategic working group within local authority 	<ul style="list-style-type: none"> Develop and deliver PBS Awareness session by Dec 2020 (Steve/Carmel) Develop PBS At Home Programme by Apr 2021 Deliver 1st round of PBS At Home Programme by Dec 2021 (Steve/PBS Coaches) Contribute to online support tools/videos with outside agencies by Dec 2020 (Steve/PBS Coaches) 	<ul style="list-style-type: none"> Protected time to meet and develop sessions/ videos/ resources Room availability to deliver sessions Technical support to record and upload online content 	<ul style="list-style-type: none"> PBS Awareness session delivered by Dec 2020 – increased parental awareness of PBS PBS At Home delivered by Dec 2021 – improved pupil/family QoL and wellbeing for those identified. Reduced behaviours of concern at home Online videos/resources available and accessed by families – increased parental awareness of PBS, improve pupil QoL/wellbeing at home
<p>Extra-Curricular Clubs & Activities</p> <ul style="list-style-type: none"> Work with student council to identify activities and clubs that pupils would like to have Identify TAs who would be interested in leading clubs and activities as part of professional development Coordinate with HoDs/Teachers to timetable clubs and activities, initially on a fortnightly basis 	<ul style="list-style-type: none"> Identify clubs and activities (Steve/Ben/Student Council) Identify session leaders and develop session plans (Steve/TAs) Timetable clubs and deliver (Steve/HoDs/TAs) 	<ul style="list-style-type: none"> Protected time to meet with session leaders and plan sessions Protected time in school timetable to deliver sessions 	<ul style="list-style-type: none"> All pupils to have experienced choosing a club or favoured activity by Jul 2021 – Improved pupil QoL and wellbeing, increased staff capabilities and professional development

BEHAVIOUR & ATTITUDES

PUPIL WELLBEING – IEPs & CONTRIBUTIONS TO ANNUAL REVIEW – Carmel / Chrissy			
INTENTION / EXPECTED OUTCOME			
<p>Staff to all be aware of how they can measure and improve pupils wellbeing. Pupils will engage in more physical activities such as take 10 and using the outdoor gym. They will take part in activities to improve their wellbeing such as yoga and meditation. Pupils' wellbeing will be improved. They will be happier at school and achieve more.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>Update the pupil views form that is completed once a year alongside the pupil's annual review. This will measure pupils' wellbeing.</p>	<p>Carmel and Chrissy Created and being used by teachers by Summer term 2020.</p>	<p>Time to produce a template</p>	<p>Evaluate July 2021</p>

All departments to start having achievement assembly or celebrating achievements within their class due to covid-19.	Chrissy, John and Frances to have organised assembly timetable by Autumn term 2.	Time	Termly
Staff to have wellbeing training so they feel confident to create wellbeing targets for the pupils in their class (short term on their IEPs and long term on their PBS plans).	Carmel and Chrissy to lead after school training for teachers on wellbeing (based on PERMA). Spring term. Teachers to be creating new IEP targets by summer 2020.	Training for all teachers	Termly
Each class will have a slot to use the outdoor gym.	Carmel and Chrissy	Time	Termly
Teachers and some TAs to have training on yoga so they are confident to lead these sessions in the school day.	Chrissy and Carmel	Time	Termly
Inside out day – pupils and staff wear their clothes inside out to bring awareness to mental health difficulties.	Chrissy	Time	Feb 2020

BEHAVIOUR & ATTITUDES

MENTAL HEALTH AWARENESS & KITE MARK – Carmel

INTENTION / EXPECTED OUTCOME

Mental health lead to ensure a 'whole school' approach to mental health and wellbeing.

For staff to be taught the skills and have the confidence to spot the signs of mental health issues in a young person, offer mental health first aid and guide them towards the support they need. In doing so, we can speed up a young person's recovery and stop a mental health issue from getting worse. Training will also aim to give staff the information and skills to look after your own mental health so that they can set an example for young people.

Our pupils will be taught how to look after their mental wellbeing and recognise when their classmates or family may be struggling. They will learn that mental wellbeing is a normal part of daily life and why simple self-care is important. There will be content on nutrition, the importance of staying active, and recognising the early signs of physical illness, online safety, how to discuss their emotions accurately and sensitively, about the impact of alcohol and drugs, and how to access professional help.

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

<p>Curriculum and timetables:</p> <ul style="list-style-type: none"> • Mental Health & well-being is becoming a compulsory part of the curriculum. Teachers must be confident teaching mental health and wellbeing. Clear curriculum advice and example lesson plans to be provided. • Slots in the timetable that focus solely on well-being such as yoga, mindful colouring and meditation. Pitfield way to trail a computer suite to decrease amount of time pupils are using technology at school. 	<p>Carmel, Jackie (Spring 2021)</p> <p>Heads of departments (Autumn 2020) Pitfield way teachers. Costa</p>	<p>Possible schemes such as ASDAN.</p> <p>Costa to be given time to set up the ICT suite.</p>	
<p>Measure wellbeing:</p> <ul style="list-style-type: none"> • Measure pupil wellbeing, increasing pupil voice using the register, including targets on their PBS plan and having wellbeing targets on IEPs. • Measure staff wellbeing by adding wellbeing questions to their appraisals. 	<p>Carmel, Ben, Steve (Summer 2021)</p> <p>Daniela, Rachel (Spring 2021)</p>		
<p>Further support and understanding:</p> <ul style="list-style-type: none"> • Training to support teachers to understand mental health and how it can present in our pupils. • Apply for a mental health and wellbeing kitemark. • Appoint a governor to oversee whole school mental health and wellbeing. • Create a wellbeing group that will meet and discuss how to improve mental health and wellbeing for staff, pupils and their families. • Clear guidelines on how to refer a pupil for additional support and where. 	<p>Carmel – Samaritians (Summer 2021) Carmel (Summer 2021) Daniela, Rachel (Autumn 2020) Carmel (Spring 2021) Carmel and other professionals e.g SCAN.</p>	<p>Possible cost for whole school training. £700 half day.</p> <p>Kitemark can be thousands of pounds depending on which one we apply to.</p>	

PERSONAL DEVELOPMENT

AET FRAMEWORK – Jackie

INTENTION / EXPECTED OUTCOME

The AET is an important package which highlights the non-academic skills achieved by our students. We will be introducing Phase 2 of the AET, which is more user friendly for staff and quicker to update. The AET targets are currently used as targets on each pupils EHCP's.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> ● Introduce Phase 2 of AET – Training sessions attached to” After school calendar”, for Teachers and TA’s on how to use this framework effectively.- due to covid-19 this has not been able to take place. Instead staff received a PowerPoint on how to use the system and are given verbal support when needed. ● The AET phase 2 has now been fully introduced into our system and is currently used by teachers. 	Fully introduced by end of 1 st half term	No cost to Durants	Easier to use and update. Clear Autistic friendly targets given to pupils EHCP’s.

PERSONAL DEVELOPMENT

PUPIL VOICE (STUDENT COUNCIL) – Ben

INTENTION / EXPECTED OUTCOME

Having a Durants School Student Council will:

- Provide the opportunity for pupils to become partners in their own education and to make a positive contribution to the school environment and ethos
- Develop and promote children’s self-confidence, social skills and their responsible behaviour towards each other and towards their teachers and adult members of staff
- Develop the pupils’ knowledge, skills and understanding of how to contribute to society as a whole and what it means to be an active citizen.
- Develop pupils effective speaking and listening skills
- Develop the pupil’s recognition of themselves as worthy individuals with a right to be heard
- Allow the pupils to have a “voice” and to share their opinions and ideas with others using whichever communication aid is needed
- Allow pupils to become more responsible and actively involved in the decision-making process of the school.
- Develop important life-skills that promote positive mental health and social welfare, emotional literacy, critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<p>STUDENT COUNCIL RUN ACROSS SETTINGS</p> <p>Create and Implement a system for student council to expand to include pupils from each of our 3 settings (Southgate, Pitfield Way & Winchmore ARP)</p>	<p>Ben + teacher from Pitfield & ARP</p> <p>Completed by End of Autumn term</p>	<p>Time to conduct student council meetings.</p> <p>Access to teams and minibus on occasions.</p>	
<p>PUPILS TO IMPACT ON CURRICULUM</p> <p>Create opportunity for Student Council to suggest a list of topics that they would like to learn about at school and then put the suggestions out to a wider whole school vote. This will then result in an allocated day/ week for teaching and learning in this chosen topic area.</p>	<p>Ben, student councillors, teachers across whole school</p> <p>Completed by End of February Half term</p>	<p>Time to create resources.</p> <p>Opportunity for pupils to complete voting process.</p> <p>Purchasing any resources needed to teach chosen topic.</p>	
<p>PUPILS TO IMPACT ON WELLBEING</p> <p>Create opportunity for Student Council to suggest a list of options for an end of year trip and then put these suggestions out to a wider whole school vote. This will then result in an end of year trip/activity for the whole school to attend (at differing times if necessary) an activity chosen by the majority of pupils.</p>	<p>Ben, student councillors, teachers across whole school</p> <p>Completed by May half term (Covid 19 Dependent)</p>	<p>Time to create resources.</p> <p>Opportunity for pupils to complete voting process.</p> <p>Funding from each department to facilitate end of year trip.</p>	

PERSONAL DEVELOPMENT

PREPARING FOR ADULTHOOD – Frances

INTENTION / EXPECTED OUTCOME

In July 2020, the Post 16 Curriculum has been completely revised and now all students follow AQA units in the following areas:

Preparing for Adulthood Outcomes in:

- **Employment** (Horticulture, Enterprise + Work Related Learning);
- **Good Health** (Fitness + Healthy Living);
- **Independent Living** (Daily Living + Life Skills, Fine Motor Skills + Travel Training)
- **Friends Relationships and Community** (SRE, PSHE, + Community Units)

Core Skills:

- **Literacy and Communication** (including Reading + Writing, Talking + Listening);
- **Mathematical Skills** (Time, Money, Number, Graphs, + ICT)

Options:

- **Creative Arts** (Vocalisation, Drumming/ Music, Dance/ Movement, Drama, Performance/ Evaluation Art And Design);
- **Current Affairs** (including History, Geography & Politics)

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> • To ensure that the Three Year Curriculum is a working document, by encouraging Upper Department teachers to add new units that are appropriate and relevant to the needs of their students, after first verifying with the Head(s) of Department 	Frances / Ben + Upper Dept teachers Summer 2021		
<ul style="list-style-type: none"> • To offer Core AQA Extension Units initially in Entry (1-3) Level Maths from September 2020 	Ben to deliver AQA units in Maths from Oct 2020		

<ul style="list-style-type: none"> To identify appropriate extension units in Literacy by Summer Term 2021 	Frances / Ben Identify Literacy units by June 2021		
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PERSONAL DEVELOPMENT

HEALTHY LIVING & EXERCISE – Chrissy

INTENTION / EXPECTED OUTCOME

Lockdown has prevented many students from participating in regular physical activity as they have been at home for many months. Regular exercise has many benefits including: it can make a person feel happier; help to lose weight; it is good for muscles and bones; it can increase energy levels; reduce ill health; help the brain and memory; help with relaxation and improved sleep. Therefore, by students participating in a greater amount of physical activity on a daily basis, it will help improve their health and well-being whilst at school and home.

Participating in competitions can promote and teach the students many positive qualities as all sports have a set of values. Some of these values include honesty, teamwork, self-belief, respect, passion, friendship and determination. By encouraging sporting activities the students will be inspired to use these values to develop themselves mentally and physically as an individual and as a member of the whole school community, thus promoting confidence; success/achievement and personal well-being.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To increase students daily physical activity by providing opportunities in addition to play/lunchtime. To encourage students to use 'brain breaks' to support concentration and self-regulation during learning time. For students to take part in 'The Daily Mile' at least 3 times a week. 	Chrissy October 2020 – July 2021 Class-Teacher's	-To provide training and INSET in The Daily Mile -To create a timetable for the outdoor gym -Class Teachers to promote brain breaks through Zones of Regulation	

<ul style="list-style-type: none"> To run 'intra sport competitions' within school to raise opportunities for students to compete against each other and experience teamwork. The best team at Durants will enter an 'intra competition virtually' with other schools in the borough. 	<p>Chrissy October 2020 – July 2021</p> <p>Class Teacher's – 1 x competition each half term</p>	<p>Chrissy to organise and model to class teachers the activity and rules</p> <ul style="list-style-type: none"> -Class Teachers to run sessions -Certificates 	
<ul style="list-style-type: none"> To create an 'Enriching Sports Club' enabling students throughout the whole school community who enjoy P.E and physical activities to participate in activities e.g. during Golden Time or Lunchtime. (if Covid restrictions allow) Alternatively – create a social distanced Friday afternoon club e.g. table tennis/bowling /basketball shooting 	<p>Chrissy/Class Teachers April 2021 – July 2021</p>	<p>A room to run the club (classroom/common room/hall/gym)</p> <ul style="list-style-type: none"> -Certificates -Timetabled event 	

LEADERSHIP & MANAGEMENT

DURANTS LOWER SCHOOL RE-OPENING

INTENTION / EXPECTED OUTCOME

During the Academic year, 2019-2020 Durants school Pitfield Way was closed for extensive refurbishment by DFE. During that year HT & DHT worked on secondary consultations and agreed to 35 new pupils joining Durants in September 2020. This will consist of 5 classes. We recruited DHT, class teachers & TA's to support the opening of the new Lower Department at Pitfield Way. From September 2020 Durants school will operate across two sites Pitfield Way & Southgate.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / Pitfield Way SLT TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Support all pupils to successfully transition to their new school 	<p>Rachel/Daniela Pitfield Way SLT & Team Autumn/Spring</p>	<p>Time</p>	

<ul style="list-style-type: none"> • All new starters in September 2020 to have specialist OT and SLT input to PBS plan • All new starters at Durants School Pitfield Way to have sensory profile report and summary of communication needs. 	<p>Therapy team</p>	<p>Time</p>	<p>PBS plans will reflect specialist SLT / OT input.</p>
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LEADERSHIP & MANAGEMENT

EXPANSION OF DURANTS LOWER SCHOOL

INTENTION / EXPECTED OUTCOME

From September 2020 there will be one department consisting of 5 classes at Pitfield Way. The Senior Leadership Team is in place. From September/October 2020 secondary consultation will begin for the 2021-2022 cohort. HT & DHT to work with LBE LA SEN department to identify the next group of year 7 pupils (September 2021 intake)

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Secondary consultations with LA from Autumn 2020 	HT/DHT	Time	Identify sept 21 cohort
<ul style="list-style-type: none"> Organise open event/coffee morning/evenings for year 6 parents and their children Tour of the school 	Anita, Chrissy, Ann	Time	Identify which parents will definitely send children to Durants in Sept 21 – reassure parents

<ul style="list-style-type: none"> ● Recruitment in Spring 21 for teachers/TA's to start in September 21 ● Training to staff to support & skill the 	Rachel/Daniela/Anita	Time	
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LEADERSHIP & MANAGEMENT

TEACHER TRAINING PROGRAMME

INTENTION / EXPECTED OUTCOME

We have recently appointed a number of newly qualified, unqualified and “New to Durants” teachers who require a consistent and robust training programme to support them at the start of their teaching career to enable them to grow into outstanding teachers. The programme will include specialised training, dedicated meeting times, regular observations and feedback, specified mentors and specific outstanding teachers to call upon for support (eg, moderation, writing annual reviews, writing IEPs, outstanding lessons, how to line manage a team etc). High quality teachers will allow for high quality teaching and high quality support for our learners.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> ● Build a teacher training programme from a working party of outstanding teachers, HODs and SLT. ● Appoint mentor and trainees. ● Arrange and deliver a variety of training to support the trainees before September. 	Kay, Ben, John, Frances, Daniela, Anita, Ann, Steve, Carmel & Chrissy (Mentors) July 2020	Time and expertise	

<ul style="list-style-type: none"> Set up regular mentor meetings (3 – 4 per half term), lesson observations (2 per half term) and completed SOW for subjects taught. 	Mentors Half termly	Time	
<ul style="list-style-type: none"> Monitor the progress of trainees using Google Sheets to ensure high quality teaching and learning. This will also allow mentors to find areas for development and how to support trainees. 	Mentors As regularly as needed	Time	

LEADERSHIP & MANAGEMENT

TEACHING ASSISTANT APPRAISAL – Rachel / Daniela

INTENTION / EXPECTED OUTCOME

To develop a system for teaching assistants to support the appraisal system and enable TA's to systematically follow performance objective that are closely linked to the TA job description. To support new staff in the induction and probation cycle. The Four Themes form the Professional Standards for Teaching Assistants (Personal & Professional Conduct, Knowledge and Understanding, Teaching & Learning and Working with others) – September 2020
All themes are also linked to Durants Teaching Assistants Job Description.

IMPLEMENTATION / ACTIONS

RESPONSIBILITY / TIMESCALE

RESOURCES / COST

IMPACT / EVALUATION

<ul style="list-style-type: none"> • Performance Objectives for Support Staff Appraisals 	Rachel/ Autumn2020	Time	
<ul style="list-style-type: none"> • New Support Staff Induction and Probation Cycle 	Rachel/Autumn 2020	Time	

LEADERSHIP & MANAGEMENT

EXPANSION OF WINCHMORE ARP PROVISION – Rachel / Jamie

INTENTION / EXPECTED OUTCOME

To have a state-of-the-art building which reflects the needs of our students and provide a modern facility that bridges the gap between specialist and mainstream education. To have a expertly skilled staff to provide high quality teaching and foster collaborative opportunities for teaching and learning for both staff at Durants and Winchmore, utilising the strengths and specialism of both establishments. This provision is intended to offer a broad and balanced curriculum grounded in a person centred approach utilising recognised qualifications and programmes of study that enable students to build skills for life. We expect to engage the autistic community within the borough and facilitate placements that enhance academic and learning for life opportunities.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Attend 6th Form Design team meetings Consult with Winchmore's Director of sixth Form Investigate KS5 pathways and offer 	J.Thaxton Sept-July	Time	
<ul style="list-style-type: none"> Community consultation/ Visual references at front of school and build site entrance- Dec 2020 Organise open event/coffee morning/evenings for year 11 parents and their children Tour of the school/ build 	J.Thaxton June 2021- September 2021	Time	
<ul style="list-style-type: none"> Recruitment in Summer 21 for teachers/TA's to start TBC Training to staff to support & skill them up including Subject Knowledge and teaching of qualifications 	R.Carli/ J.Thaxton Summer 2021	Time Advertising- TBC In-house CPD- no cost New Appointments- TBC	

LOWER SCHOOL – LOWER – Chrissy

LOWER

INTENTION / EXPECTED OUTCOME

Creating opportunities and develop independence skills

This year Lower department have taken on a larger number of year 7 students. The focus this year is to promote the students independence skills from the start of their education at Durants School. Life skills sessions in food preparation and cooking will be taken on by the class teacher to promote an understanding of healthy eating, food preparation and food hygiene. 'Fun with food' sessions will support widening student's food choices and improve barriers to food phobias and fears.

Creating a 'life skills classroom' will enable students to experience everyday activities important for daily home life in a safe, structured environment. Learning these fundamental skills will be supported by using the TEAACH process.

With a room dedicated as a library in school, we would like to promote communication skills and a pleasure for books and reading. Stories will be brought to life through a sensory exploration and thematic planning in literacy.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To implement a consistent life skills programme within the lower curriculum to develop food preparation and exploring food through sensory exploration. 	<p>Chrissy September 20 to July 20</p>	<p>PowerPoints for the delivery of cooking lessons Felix Project (free) Time – meeting/planning</p>	
<ul style="list-style-type: none"> To introduce 'The TEACCH Method' into everyday activities within the school day to help students learn, function and reach their goals effectively. To promote and create opportunities for students to learn and experience skills required for everyday life within a structured, safe 'life skills classroom.' e.g. washing clothes, tidying up, bed making, hoovering, cleaning. 	<p>Chrissy and Anita January 2021 – July 2021</p>	<p>Training for all staff (support from colleagues) Donations/fundraising for equipment found in the home Time – meetings/planning</p>	
<ul style="list-style-type: none"> To improve Schemes of Work in Literacy through thematic planning for stories/texts and create sensory stories to improve the learning experience. Create a school library environment for the students to enjoy. 	<p>Chrissy and Lower Teachers October 20 – July 21</p>	<p>Time – meetings/planning SOW for literacy Training for staff – led by staff</p>	

UPPER SCHOOL – LOWER – Kay

LOWER

INTENTION / EXPECTED OUTCOME

To introduce collaborative working within the department to increase Cultural Capital opportunities for learners in Lower Department. Cultural Capital is something that was introduced in the new Ofsted school inspection handbook and serves as a means of measuring the quality of education we deliver as a school. They define it as: “The essential knowledge that pupils need 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.” Increasing our pupils’ Cultural Capital helps to best prepare them for life after Durants by propelling them further in their education, careers and social development (where applicable).

To develop a new curriculum cycle for Upper School – Lower to be implemented Sept 2022. From September 2020 Lower Department will be running over both sites and working parallel to each other – new Year 7s at Lower School and remaining Year 8s and 9s at Upper School for approximately two academic years. By year three a new curriculum needs to be developed and implemented for Lower Department at Upper School. The curriculum needs to be complementary to the current POS and SOW in place ensuring the new curriculum is not a repeated version of Lower Curriculum nor should it overstep into Middle curriculum.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> Each half term a teacher from the department hosts an activity and invites the rest of the department to participate, eg art / music / gaming / sports / breakfast session. 	Kay and Lower Teachers Start implementing by Autumn 2 2020	Time	
<ul style="list-style-type: none"> Research and develop a long term plan for new curriculum to coincide with Lower & Middle curriculums. 	Lower & Middles HODS July 2021	Lower & Middle long term plans	
<ul style="list-style-type: none"> Develop a SOW for core subjects. Liaise with Lower & Middle HODs to ensure curriculum is suitable and does not overlap with their curriculums. 	Lower & Middles HODS January 2022	Lower & Middle SOW for core subjects	
<ul style="list-style-type: none"> Develop a SOW for foundation subjects. Liaise with Lower & Middle HODs to ensure curriculum is suitable and does not overlap with their curriculums. 	Lower & Middles HODS July 2022	Lower & Middle SOW for foundation subjects	

UPPER SCHOOL – MIDDLE – John

MIDDLE

INTENTION / EXPECTED OUTCOME

This year the big focus for the department is developing teaching and Learning. This is evident in the changing of our curriculum cycle from two years to three, and implementing the Entry Certificate Level for Maths. This change allows teachers to focus on learning, providing more opportunities for repeated learning to allow our children to reach their intended learning outcomes. Through Maths ELC we are providing differentiated learning (Levels 1,2,3) for our pupils and providing a clear pathway for some of our pupils to achieve a national accreditation. The three year curriculum allows for a greater depth of study via our ASDAN scheme of work, allowing our pupils the opportunity to develop further academically and personally. Throughout the year we will look at developing and improving shared planning amongst teachers. We will link classes together to raise standards of planning, and this link will create a natural support for teachers, while reducing their work load. In terms of raising teaching standards we will be looking at moderation and providing training to support teachers in how they assess pupils work.

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> To change the curriculum from a two year cycle to a three year cycle and include the Entry Level Certificate for Maths. This should allow teachers more time to work on core subjects/Asdan topics throughout the week, thus providing greater opportunity of understanding for our pupils. Entry Level Certificate will provide pupils with an accreditation of their achievements in Maths. 	John Ryan September to July	Entry Level papers(cost for them unknown) Time- meetings/training	
<ul style="list-style-type: none"> To implement shared planning across the department by pairing teachers together with pupils of similar ability/classes. All planning to be shared in new file on line. This should help maintain strong planning, reduce workload for teachers, provide a natural support network and raise pupil achievement. Introduce pupil sets in Maths and English across the department. This should lead to more focussed teaching (as less differentiation) and increase peer learning in the department. 	John Ryan/Class Teachers September -July	ICT files Room organisation Time- meetings/planning	

<ul style="list-style-type: none"> To continue to work with Moderation team to provide support for teachers regarding the new policy and how to use it. This will allow teachers to develop their understanding of assessment and Ican levels. 	John Ryan/moderation team. September to July	Time- for dept/whole school training	
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UPPER SCHOOL – UPPER – Frances / Ben

UPPER			
INTENTION / EXPECTED OUTCOME			
<p>All students are set their recommended AQA targets for the following academic year in July, this takes into account the achievements from the current year as well as incorporating an increase of approximately 10% from previous years' targets. For those students moving into Year 12, the number of AQA units are based on their Stage in Year 11.</p> <p>Information on achieved units is recorded throughout the years they are in Post 16. Staff record separately the units achieved, so that over the two / three years in Post 16 no AQA units are repeated.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> In order to develop Post 16 students' skill sets in the 'Preparing for Adulthood' Outcomes we hope to provide opportunities through job carving and employability and 'in-house' work experience. 	Frances / Ben / Jacky Briggs Summer 2021		

<ul style="list-style-type: none"> To ensure that all Year 14 students have had their EHCPs brought up-to-date by February 2021 and a clear transition path identified 	Frances February 2021		
<ul style="list-style-type: none"> To develop a timeline of actions for those students in either Year 13 or Year 14 who will transition out of Durants at the of the summer term, in conjunction with ILDS / SW / Colleges and Adult Services and parents 	Frances / Ben Summer 2021		

ARP – Jamie

ARP			
INTENTION / EXPECTED OUTCOME			
<p>The need for a post-16 provision for students in the ARP has been clear. Parents, students and staff are aware of the growing need for a specialist provision for High functioning Autistic students which is a discourse supported by all stakeholders. By having a clear pathway to KS5/ P-16, students will be able to achieve their full potential supported by those that know them best. Being a joint provision with Winchmore school, we are enhancing our position within the school community and providing a key role in the post-16 Autism specialist field. Students will be able to access a differentiated curriculum based on individual needs as well as studying the fundamental skills to become an active and engaged member of the community. Developing skills for life including work, finance, relationships and health is at the forefront of practice which run alongside relevant academic and vocational qualifications. Students will leave us with the necessary confidence, skills and resilience to thrive and enjoy their lives.</p>			
IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION

<ul style="list-style-type: none"> To develop a joint Post-16 provision with Winchmore School offering differentiated pathways relevant to individual students 	<p>J.Thaxton/ R.Carli Build permission granted. Works intended to begin January 2021</p>	<p>Build and furniture included in the project works- Tendered via LA Additional Furniture costs TBC</p>	
<ul style="list-style-type: none"> Certify as an AQA centre to offer wider examinations and nationally recognised qualifications 	<p>J.Thaxton September-July</p>	<p>Exams officer training</p>	
<ul style="list-style-type: none"> To develop Assessment descriptors tailored to the ARP curriculum and reflective of Nationally recognised qualifications 	<p>J.Thaxton September - September</p>	<p>Time</p>	

THERAPIES – Sally

THERAPIES
INTENTION / EXPECTED OUTCOME
<p>Specialist sensory (OT) and communication (SLT) information is effectively shared within PBS plans for new starters and (where prioritised) existing pupils with tier 3 PBS plans so that pupils benefit from an integrated approach to support. Pupils' needs will be clear and identification and teaching of specific skills incorporated into their plan.</p>

IMPLEMENTATION / ACTIONS	RESPONSIBILITY / TIMESCALE	RESOURCES / COST	IMPACT / EVALUATION
<ul style="list-style-type: none"> All new starters at Durants School (Pitfield Way, Winchmore and Southgate sites) to have sensory profile report and summary of communication needs. 	Therapists (teachers to complete sensory profile)	£150 – sensory profile Therapy time to gather information and report on this.	Therapist to share information with school/parents by annual review.
<ul style="list-style-type: none"> All new starters in September 2020 to have specialist OT and SLT input to PBS plan 	Therapists	Therapy time – to see pupils and to liaise with teacher.	PBS plans will reflect specialist SLT / OT input.
<ul style="list-style-type: none"> Therapists to provide specialist input OT tier 3 PBS plans and input to review of these plans at request of head of department. 	Therapists / HoDs	Therapy time.	Specialist information about sensory and communication needs incorporated into PBS plans