

Priority 1	To: improve the effectiveness of leadership and management		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
Head Chair of Governors Clerk to Governors	1. Provide comprehensive governor induction and training to ensure governors are skilled to challenge the head teacher and SLT.	Jan 17	Governors are aware of the strategic priorities for school development.
Senior Leadership Team	2. Governors are provided with clear roles and responsibilities.	Jan 17	Governors will be confident in their role and responsibilities and be able to discharge their duties to the highest possible standard and will be fully committed to their role in driving improvement.
Governors Senior Leadership Team	3. Chair and SLT will informally interview prospective governors to share expectations of commitment and appropriate skills.	Jan 17	There is a continuing strong skill set to support the School's Development Plan.
Head Chair of Governors	4. SDP champion to be appointed, regular half-termly meetings created to ensure milestones are met.	Sep 16	Governors are confident that the allocation of resources is appropriate to the need that is identified by the data and having a positive impact.
Head Extended Leaders	5. Further develop the knowledge and understanding of ELT in relation to monitoring and evaluating standards in school.	Jan 17	Extended and Middle leaders take part in whole - school self-evaluation which leads into 1 and 3 year planning for improvement.
Head SIP	6. Improve school evaluation through development of "triad" partnership between schools in/out of county.	Jan 17	External evaluation of the schools progress towards improvement is corroborated by external stakeholders.
Head Governors Extended Leaders	7. Staff with budgetary responsibility will set school improvement priorities in tandem.	Apr 17	Projected overspend in 3rd year is reduced by stringent best value working.
Head Extended Leaders	8. Heads of department are held to account for their spending by sharing evidence of improving outcomes with governors.	Apr 17	Funding is available to support school improvement priorities to enable the school to provide positive outcomes for young people.
School Business Manager	9. Income is maximised through grant bids and local fundraising and funds are directed towards key school improvement priorities.	Aug 17	Grant income is used to maximise learning and curriculum development to support positive outcomes for children.
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Priority 2	To: improve the quality of teaching and learning and assessment		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
Deputy Head (T+L)	1. Develop staff questioning skills to improve resilience and problem solving for pupils.	July 17	Level of challenge in lessons is clearly linked to individual pupils. Skilled questioning allows on-going and thorough assessment.
Head Deputy Head (T+L) Deputy Head (Pastoral)	2. Develop CPD opportunities for staff to observe best practise teaching in all areas of the school and beyond.	July 17	Improved teaching and learning resulting from reflective learning walks results in improved outcomes for children.
Head ICT Technician	3. Ensure IT Technician keeps infra-structure at high standard to ensure staff can expect IT systems to enhance the curriculum and communication opportunities.	Sep 16	IT Systems allow the efficient management of the school and allow teachers and TAs to deliver high quality learning making the best use of ICT to support outcomes for children.
Head of Complex Needs	4. Create clear TA career progression pathway to support individual learning and recognise skills.	Sep 16	Teaching Assistants have access to a high quality INSET and CPD programme which supports recruitment, retention and outcomes.
Deputy Head (T+L)	5. TAs trained to articulate the full range of evidence that demonstrates progress in lessons.	Apr 17	Teaching assistant support teachers to report and record progress to ensure that finely graded learning takes place to support progress.
Lead PSHE+C	6. Plan and deliver an audit of SMSC coverage across the school.	Apr 17	All pupils have access to a broad, deep and meaningful SMSC programme which prepares them for life after Mill Water school.
Head SLT	7. Create opportunities for peer to peer support to develop communication, independence skills and AFL (levels of prompting).	July 17	Teachers and Middle Leaders take part in a peer to peer support / learning walk programme which offers reflection and impact on practise to enhance outcomes for children.
Head SLT	8. Improve outcomes for ASC pupils by ensuring best practice strategies are used in inclusive classrooms.	Apr 17	Best practise strategies are used by all staff to enhance learning for pupils with ASC resulting in pupils making at least good or outstanding progress in comparison with their peers.
Deputy Head (T+L)	9. Data lead/ASC lead to identify challenging targets for pupils with ASC alongside class teachers.	Sep 16	Teachers and Teaching Assistants will be able to articulate the full range of evidence that demonstrates outstanding teaching against the Teacher Standards.
Deputy Head (T+L) ELT	10. Produce accurate assessment tools for complex pupils to identify barriers and show small steps more clearly.	Sep 16	Analysis of Outcomes for all pupils shows that pupils achieve at least Good, but in most cases, outstanding outcomes.
Deputy Head (T+L) ELT	11. Data leader to work with departmental leads to ensure actions are based on detailed data analysis.	Sep 16	Priorities for school development.
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Priority 3	Personal development, behaviour and welfare		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
H&S Lead H&S Governor	1. Improve pupil outcomes by ensuring the well-being and safety of all children in the classroom environment.	Dec 16	Mill Water pupils and staff will be safe. Mill Water governors understand role as employer.
Head	2. Overhaul the H&S protocols and raise Governor awareness of duty of care to all pupils and staff.	Dec 16	Mill Water H&S protocols meet requirements and all staff play a part in making the school environment safe.
DSL DDSL	3. Ensure all staff are trained in the Prevent agenda (Autumn 2016).	Sep 16	All pupils feel safe in school and know who they can talk to if they have any worries or concerns.
H&S Lead H&S Governors	4. Ensure monitoring of records re: new staff induction / training accessed.	Sep 16	The curriculum incorporates key safeguarding messages so that pupils learn how to keep themselves safe.
Head	5. Policy documents are updated accordingly to latest guidance.	Sep 16	All safeguarding processes are robust. The change to new safeguarding lead upholds the outstanding practise in place.
DSL DDSL	6. Provide age appropriate resources that staff can use to teach key online-safety messages.	Sep 16	All young people in KS3 and KS4 have differentiated and meaning access to an appropriate SRE curriculum which impacts on their welfare and personal development.
DSL DDSL	7. Ensure online-safety messages are embedded across the curriculum, as well as being taught in discrete IT sessions. curriculum to include latest online safety guidelines, keeping safe from CSE and radicalisation.	Sep 16	All pupils are aware of on-line safety, pupils know how to keep themselves and others safe on-line and can report concerns to people they trust. All members of Mill Water staff/community understand and can minimise risk surrounding online safety, radicalisation, CSE and FGM.
DSL DDSL	8. School shares online-safety messages with parents through regular newsletter updates and information sessions.	Apr 17	On-line learning is shared with parents and stakeholders; all know how to keep their children safe on-line and how to report concerns.
Head Deputy Head (T+L)	9. Set out a vision statement for the requirements of the Mill Water curriculum, including academic, sporting and cultural excellence as well as ensuring provision for SMSC is integral to the curriculum itself.	Sep 16	Mill Water curriculum ensures that all children make rapid and sustained progress from their starting points; outcomes for children are outstanding.
PSHE+C lead	10. To ensure opportunities to encourage safe online learning are promoted within the curriculum.	Apr 17	Safe online learning is embedded in all aspect s of the curriculum which results in improved outcomes for all children.
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Priority 4	To: Improve outcomes for pupils		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
Head Deputy Head (T+L)	1. Improve outcomes for pupils with Autism Spectrum Conditions at Mill Water school by ensuring that pupils with ASC make at least good or outstanding progress in line with progress expectations for all pupils.	July 17	Staff understanding and knowledge of the development of communication and independence skills in all teaching and learning opportunities for children with ASC will increase, leading to enhanced teaching and outcomes for children with ASC.
Head Deputy Head (T+L)	2. Improve Outcomes for Children in disadvantaged groups who make less than expected progress in Using and Applying mathematics.	July 17	Children make progress in Maths using and Applying strand at rates that are commensurate with good or outstanding rates of progress in all strands.
Head Deputy Head (T+L)	3. Further develop assessment systems for pupils with complex needs/barriers to learning – ensure all pupils make good or outstanding progress.	July 17	All staff are using sophisticated assessment systems to plan and deliver effective learning which demonstrated that children make good or often outstanding outcomes across all learning at Mill Water.
Head Deputy Head (Pastoral)	4. Ensure all teachers develop effective TEACCH strategies to be used in the inclusive classroom to support learning progress. Provide focused training on TEACCH through INSET activities.	July 17	Effective TEACCH strategies are employed in inclusive classroom settings which allow children with ASC to make commensurate progress alongside their peers. Children with ASC make at least good and often outstanding progress.
Head	5. Provide enhanced communication between home and school through provision of automated email / text service.	Apr 17	Parents report improved communication through annual parent survey. Improved communication enhances outcomes for children.
Head Head of Complex Needs Head of Lower School	6. Explore provision of parents group to meet regularly at Mill Water School.	Apr 17	Pupils will be able to show outstanding progress by carrying out objectives in the home and other settings which parents will understand how to evidence.
Lead – Student Services	7. Enhance reviews admin role to provide advice, guidance and support for parents following EHC review meetings.	Apr 17	Parents are supported in developing communication and behaviour in home settings which in turn improves outcomes for children. Identification of provision needs through EHC planning meeting allows Mill water to identify and resource learning effectively.
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Priority 5	Early years provision		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
Head EYFS Lead Deputy Head (T+L) Deputy Head (Pastoral)	1. Appoint EYFS lead.	Dec 16	Well qualified, knowledgeable and experienced EYFS lead provides leadership to ensure consistently good and above teaching in quality of teaching and learning across EYFS.
	2. Moderate assessment and learning journals within schools and outside settings.	Apr 17	Outcomes for children in EYFS are at least good and often outstanding.
	3. Outstanding teachers to model teaching for all EYFS staff with opportunities for reflection.	Jul 17	EYFS staff take part in reflective peer to peer development and reflective learning walks.
	4. EYFS staff to be trained in development matters.	Dec 16	Staff in EYFS enhance outcomes by using development matters to target their assessments.
	5. Provide specialist knowledge, experience and skills are provided to ensure the highest quality in EYFS curriculum.	Sep 16	Baseline assessments are in place to ensure a sound starting point for measuring progress for children.
	6. Liaise with nurseries and portage services to ensure transitions include quality data gathering/consistency of assessment.	Sep 16	High quality links with partner agencies contribute to quality transition activity and lead to improved outcomes as a result.
	7. Ensure that induction training for EY staff includes specific target setting and data capture in line with whole school systems.	Sep 16	High quality targets allow staff to ensure that children make good or outstanding progress.
	8. Moderation of assessment and learning journals within school and with other settings.	Apr 16	Robust tracking systems are in place that fit with the main schools' assessment processes.
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Priority 6	Effectiveness of 16-19 provision		
Persons Responsible	Tasks	Time Scale	Criteria for success and outcomes for pupils
Head Head of Upper School Deputy Head (T+L) Deputy Head (Pastoral)	1. To develop a robust and extensive system of target setting and assessment in functional Maths English and ICT.	Sep 16	Robust system of target setting and assessment established across the upper school will allow for effective target setting, progress, accurate triangulation of evidence and data analysis.
	2. Identify the students who have the potential to make outstanding progress and set aspirational targets. Create action plan for how these students will be supported to make outstanding progress.	Sep 16	Percentage of students making outstanding progress in Functional Maths and ICT will be in line with English.
	3. Develop ICT skills by providing appropriate technology to allow for ICT skills to be used across the entire curriculum.	Apr 17	Enhanced progress in ICT outcomes for all young people in 6 th form. ICT learning includes key messages about keeping safe online and online learning.
	4. Secure wider range of work placement opportunities in the local area.	Sep 16	Student in 6 th form access a wide range of appropriate work based learning activities which help them prepare for a successful transit to life after Mill Water school
	5. Increase integration into the community by exploring opportunities to create an off- site 6 th form.	July 17	Off-site 6 th form supports development of an independent learning curriculum and results in enhanced outcomes for young people leaving Mill water School to following placements.
	6. All students in 6th form carry out several different work placements during the year. Year 14 students have work placements appropriate to their supported employment future destinations and aspirations.	Sep 16	A wide range of work placements supports outcomes for young people by preparing them effectively for life after school.
	7. Parents and carers are provided with information about range of post-19 provision in Devon. School has up to date knowledge about post-19 provision and its suitability for different students.	Apr 17	Parents and carers join Mill Water school in ensuring that outcomes for young people are effectively identified and resourced in transition planning; in partnership with stakeholders.
	8. Advanced independent living skills in the form of an overnight stay and appropriate travel training is made available for the identified students. Outstanding progress is made by identified students in independent living skills.	July 17	Positive outcomes for young people are supported by developing independent living skills to prepare for transition to a life beyond Mill Water school.
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