



# Mill Water School

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## School Development Priorities Summary

January 2019 - July 2020

### **Outstanding safeguarding underpins all areas of school improvement**

Ensure all Mill Water staff are aware of current national safeguarding hot topics whilst continuing to focus on Devon children's greatest risk: *neglect*

#### **1. Develop a strong and shared awareness of good mental health, well-being and resilience throughout the school community**

Ensure curriculums, opportunities and experiences allow pupils to practise/be exposed to/learn about:

- Resilience
- Mindfulness
- Healthy body image
- Bereavement and loss
- Stress and anxiety
- Healthy relationships
- Mental health awareness

Ensure all staff are skilled to support learners with their emotional wellbeing and mental health

Invest CPD funds into mental health first aid

Ensure work load expectations for teachers is having a positive impact on outcome for pupils and is analysed regularly to ensure non-essential paperwork can be reduced

Ensure governors are aware of workload agenda and support the head to manage expectations of parents and other stakeholders

#### **2. Provide a rich, diverse and purposeful curriculum that prepares all our pupils to be life ready and to have opportunities appropriate to their academic and social needs**

*Embed the new Mill Water Core Curriculum across the school by:*

- Training all staff in its use
- Baselining all pupils against the new outcome criteria
- Setting yearly targets for all pupils
- Creating supplementary curriculums to teach essential skills in a structured and sequential manner
- Track incremental progress in specific areas such as phonics and fine motor skills to inform quality teaching and track progress effectively

### **3. Develop and embed our methods for capturing and evidencing the holistic progress of pupils**

*Embed the use of Evidence for Learning as an online Learning Journal by:*

- Placing all curriculum frameworks onto this system once they have been quality assured
- Using TAGS to effectively sort evidence
- Train all staff in the use of Evidence for Learning
- Extend EYFS model of curriculum provision to classes where this is appropriate to maximise opportunities to remediate gaps in children's development

### **4. Ensure pupils have access to opportunities within and beyond the curriculum which prepare them as effectively as possible for life beyond Mill Water School**

Ensure the KS5 curriculum is broad and balanced, offering appropriate vocational enrichment and/or appropriate accreditation options

Prepare pupils for their next steps by increasing inclusive opportunities with a range of external providers

Ensure pupils increase their resilience by accessing a range of social activities/opportunities

Develop and implement a life skills curriculum to reflect students' progress towards becoming as independent as possible and create interventions where required

Continue to develop the number and quality of enrichment activities within and beyond the curriculum

Develop small personalised intervention groups to develop social skills

Ensure independent advice and guidance is available to all Year 11s prior to EHCP reviews

Develop partnerships with parent support groups/LA to ensure they have a clear understanding of Mill Water School's post 16 provision

Continue to develop clear transition pathways at both KS4 and KS5

Fully utilise the local business community to support learning

### **5. Provide and develop high quality successors to all outgoing staff/governors and ensure we continue to develop and embed our focus on excellent teaching practice and pedagogy, to ensure pupils have the best learning opportunities in lessons**

With governors, review and update as appropriate the staff succession plan at all levels

Recruit and develop a high quality and SEND knowledgeable Assistant Head teacher to lead on Teaching and Learning across the school

Recruit a high quality successor for PSHE/RSE to ensure the curriculum fully reflects all up to date guidance, including Child Sexual Exploitation (CSE), and is appropriate for the needs of our pupils

Ensure Mill Water School is prepared for the statutory Relationships Education which will come into effect in 2019

Create a whole school approach to effective and consistent Relationships and Sex Education appropriate to our learners' needs

Extend the knowledge and responsibility of the middle leadership to promote sustained succession planning.

Ensure that the quality of targets, written assessments, planning and Curriculum Frameworks are sustained by:

- Creating an effective monitoring cycle based on the new leadership structure
- Train ELT in identifying quality practice in these areas
- Moderate and share practice with other settings

**6. Through work with the Teaching School Alliance, develop our existing induction programme for both staff and governors that results in a “grow your own” culture with an emphasis on building the skills and expertise of existing staff to take on enhanced roles and responsibilities**

Establish an effective professional learning community that has the capacity to promote and sustain the learning of all professionals in the school with the collective purpose of enhancing pupil learning

Provide all new staff (including NQTs) with an effective programme of induction activities to ensure the highest quality Teaching and Learning experiences

Through work with the local learning community, provide appropriate outreach to enhance the skills and SEND provision of local schools

Provide a sustained induction programme for new teachers

Work with other schools in the local community to ensure all NQTs access appropriate support and networking opportunities

**7. Develop further strategies to gather the voice and views of parents and carers and increase their engagement in their children’s learning and emotional well-being**

Sustain high levels of parent engagement by:

- Continuing the parents evening cycle trialled last year
- Share pupils’ work and achievements with parents using the new EFL platform and actively encourage parents to share home learning evidence
- Devise, implement and act upon annual calendar of activities for checking parent views and other stakeholders
- Respond to current needs of families and organise support groups/signposting where necessary
- Respond to themes/common concerns which come out through the annual review process
- Further develop the work of pupil voice, through the school council and wider pupil consultations