

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
April 2017-March 2018

Context: Cherry Oak School is a maintained special school in the Birmingham City Council Local Authority area. It is part of a hard federation with Victoria School and Victoria College. The Federation is led by one Governing Board and an Executive Head Teacher (EHT). The school's Senior Leadership Team (SLT) comprises the EHT, the Head of School (HOS), an Assistant Head Teacher (AHT), the Strategic Pastoral Care Lead (PCL) and the Federation's Strategic Business Manager (SBM). Cherry Oak School caters for pupils aged from 4 to 11 years, who have significant special educational needs and disabilities arising from severe speech and language difficulties, severe learning difficulties or Autism Spectrum Condition.

In April 2017, enrolment is 102 pupils, with the potential to rise to 110 pupils in the 2017-2018 academic year.

The school is located in Selly Oak. A new-built extension was completed just over a year ago and there is still development work needed to complete the playgrounds and ICT hub.

Most recently inspected in November 2014, Ofsted judged Cherry Oak School to be "Outstanding" in all areas. The school achieved the Quality Mark in 2017.

The school is committed to child protection and safeguarding and to ensuring that every pupil is appropriately challenged to progress and achieve their potential.

We work in close partnership with families, community and with professionals from the fields of health and social care.

Mission: Working together for success.

Vision: To increase each pupil's knowledge and understanding of the world so that his or her full potential may be achieved.

Ethos: We believe in working hard to give our young people the very best we can and we value everyone as the individual they are. We have a strong focus on developing pupils' spiritual, moral, social and cultural awareness and pride ourselves on the care and guidance we offer to our families.

Values: We value each and every pupil as an individual. We treat them with respect and dignity and support them to achieve and build their self-esteem. We include our pupils and their families in decision-making that will affect them, and strive to support the development of the whole person.

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
April 2017-March 2018

Priorities for Development:

- Develop the newly established Curriculum Teams to progress all areas of the curriculum across the school.
- Embed the use of ICT across all areas of school curriculum.
- Develop all teachers and other education staff to match that of the best that is evident in the school by ensuring that all staff use the assessment information that is available to them to plan to help pupils make rapid progress.
- Continue the development of Maths and Literacy provision throughout the school, building on sensory approaches for learners, and developing homework resources.
- Ensure that EYFS attainment data is recorded and considered in tracking pupil progress
- Increase support for pupils' mental health and wellbeing
- Improve transition supports throughout the school
- Optimally utilise the support structures within the school to benefit pupils and ensure their progress.
- Partner with a variety of other schools for mutual support, moderation, and school development.

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Outcomes for Pupils: To set aspirational learning targets for pupils and support them to achieve their potential	
OfP 1	To review the way in which pupils across the school learn mathematics, and to develop the Mathematics curriculum accordingly
OfP 2	To establish more appropriate transition processes at all stages taking account of the increased number of pupils
OfP 3	To effectively include play as a valued learning strategy
OfP 4	To review the impact of the sensory curriculum for high needs sensory learners
OfP 5	To support newer staff to utilise a total communication approach to support pupil learning

Teaching, Learning & Assessment: To ensure that teaching is consistently outstanding and that pupil assessment information is effectively used to support planning	
T&LA 1	To focus on the existing outstanding elements of teaching and learning, and deliver further support, mentoring and CPD to support this
T&LA 2	To effectively use assessment information to ensure appropriate differentiation for every pupil, taking into account their needs and interests
T&LA 3	To review our procedures for tracking the quality of teaching over time and to embed the new system
T&LA 4	To continue to ensure our assessment and reporting procedures follow national guidance, reflecting the needs of our unique pupil population
TL&A 5	To engage with parents to review the school's homework policy and practice
TL&A 6	To support staff in moving to version 3 of SOLAR and develop our own bespoke forms

Personal Development, Behaviour & Welfare: To effectively increase our support of pupils' mental health and wellbeing	
PDB&W 1	To enable staff to identify and support pupils experiencing mental health challenges and identify strategies to support this
PDB&W 2	To include mindfulness and relaxation in PSHE curriculum
PDB&W 3	To review the Sex and Relationships Education (RSE) curriculum and policy
PDB&W 4	To provide support to staff involved in Child Protection and Safeguarding through supervision and regular meetings
PDB&W 5	To identify new opportunities to engage with parents and especially hard to reach families.
PDB&W 6	To increase staff capacity for responding to Child Protection and Safeguarding issues with the increase in pupil numbers throughout the school

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Leadership & Management: To develop and support leadership skills at all levels to support school development and pupil success	
L&M 1	To fill vacancies on the Governing Board with people who match identified areas of need
L&M 2	To embed the new administrative/ICT/Site structure to best support school development
L&M 3	To complete the fit-out of the ICT hub and routinely use ICT resources for teaching and learning
L&M 4	To complete the refurbishment of the playground areas
L&M 5	To achieve a balanced budget for future years without sacrificing educational excellence
L&M 6	To identify and access new funding streams/fundraising opportunities
L&M 7	To review and update curriculum offerings across the school
L&M 8	To further extend the impact of the lead for behaviour and autism across the school
L&M 9	To review and implement the induction process for new staff, including the understanding of positive behaviour support
L&M 10	To create a “link role” for each Governor, based on their skills, strengths and interests, to encourage more active involvement in school life
L&M 11	To review and update the SLT Matrix and communicate the areas of responsibility to the school community

Federation: To ensure a shared vision and identity across the Federation to maximise the support pupils	
FD1	Hold at least one cross-Federation event for pupils each half-term
FD 2	To establish a cross-Federation group to develop Sing and Solve Pack
FD 3	To develop a Federation Logo and use it on Federation documentation, whilst maintaining the identity of each school and college on school/college-specific documentation
FD 4	To participate in BEP Peer Review for School Development
FD 5	To develop links with a variety of multi-school associations to promote school development, efficient use of resources and to ensure moderation, support and challenge

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Area: Outcomes for Pupils

Aim: To set aspirational learning targets for pupils and support them to achieve their potential

Lead: Amy Findlay

Reference	Target	Success Criteria	Monitoring	Budget	Milestones	Evaluation
OfP 1	To review the way in which pupils across the school learn mathematics, and to develop the Mathematics curriculum accordingly	Develop Maths teaching resources Extend opportunities for teaching Maths using a sensory approach Extend opportunities for teaching functional mathematics for daily living Targeted intervention in Maths as required	AFi	£250 – resource £6000 from PP for intervention	October 2017 January 2018 April 2018	Long term Maths Plans in place Data recording and analysis Analysis of pupil achievement Sharing good practice in Mathematics teaching Learning Walks and lesson observations Data file and reports to Governors
OfP 2	To establish more appropriate transition processes at all stages taking account of the increased number of pupils	Review current transition arrangements Develop more individualised transition programmes	AFi EEa	Nil	November 2017 May 2018	Analysis of current transition arrangements Identify next steps for transition Individual transition plans developed Feedback from stakeholders
OfP 3	To effectively include play as a valued learning strategy	Planning identified play strategies with targeted learning purposes	AFi AJe	Nil	November 2017 May 2018	CPD on play Schemas Planning Scrutiny and timetables evidence play as a learning strategy Learning Journeys reflect progress through play
OfP 4	To review the impact of the	Reduction in behavioural	AFi	Nil	January	CPD on sensory input delivered

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

	sensory curriculum for high needs sensory learners	incidents recorded for sensory learners Improved progress for sensory learners Evidence of engagement in learning Timetabled sensory time Shared goals for sensory needs	JH-J		2018	Sensory Plans in place for those pupils who need them Analyse behavioural data for sensory learners Learning Journey Scrutiny Sensory equipment purchased and in place Teachers considering sensory needs in individual planning Strategies in place to address sensory needs
OfP 5	To support newer staff to utilise a total communication approach to support pupil learning	All staff confidently using TC Pupil progress evidences appropriate communication in place Staff interpret behaviour as communication	CSt JH-J	Nil	January 2018	Pupil progress Communication passports updated Stakeholder feedback PM reflects focus on communication

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Area: Teaching Learning & Assessment

Aim: To ensure that teaching is consistently outstanding and that pupil assessment information is effectively used to support planning

Lead: Amanda Jenkins and Amy Findlay

Reference	Target	Success Criteria	Monitoring	Budget	Milestones	Evaluation
T&LA 1	To focus on the existing outstanding elements of teaching and learning, and deliver further support, mentoring and CPD to support this	All teachers consistently demonstrate good to outstanding lessons All teachers identify the elements of outstanding teaching	AJe AFi CSt	Nil	November 2017 March 2018 June 2018	T&L spreadsheet shows improvement in number of outstanding observations.
T&LA 2	To effectively use assessment information to ensure appropriate differentiation for every pupil, taking into account their needs and interests	Pupils outcomes improve Lessons appropriately differentiated Next Steps identified	AFi EEa JH-J	Nil	December 2017 April 2018 July 2018	Planning Scrutiny Data Analysis Lesson observations Learning Walks
T&LA 3	To review our procedures for tracking the quality of teaching over time and to embed the new system	Mentoring relationships in place for new staff. Individual feedback forms in place Spreadsheet in place and up to date to capture quality of T&L PM targets linked to T&L improvement where necessary	AJe AFi	Nil	October 2017 March 2018	Stakeholder feedback Individual feedback forms in place and in use Teachers demonstrating reflective practice for professional development
T&LA 4	To continue to ensure our assessment and reporting procedures follow national guidance, reflecting the needs of our unique pupil population	Respond to Rochford Consultation schemes developed to reflect national guidance	AJe AFi CSt	£500 - CPD	June 2017 December 2017 April 2018	Response to Rochford Consultation submitted Contribute to SOLAR workshops re national guidance and bespoke forms New Assessment Schemes developed

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

TL&A 5	To engage with parents to review the school's homework policy and practice	New homework policy in place and communicated to staff and parents	JFa AJe	Nil	December 2017	Working party established Parent feedback considered New policy drafted Consultation process carried out New policy communicated to staff and families
TL&A 6	To support staff in moving to version 3 of SOLAR and develop our own bespoke forms	Data to SOLAR reflects national guidance Liaise with SOLAR developers Bespoke forms developed for SOLAR New assessment SOLAR moderation in place Federation moderation in place Cross school moderation in place	AFi EEa JH-J	£250	April 2018 September 2017 February 2018 April 2018	Data file and report to Governors SOLAR moderation accurately evidences pupil progress and achievement

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Area: Personal Development, Behaviour & Welfare

Aim: To effectively increase our support of pupils' mental health and wellbeing

Lead: Amanda Jenkins and Claire Strain

Reference	Target	Success Criteria	Monitoring	Budget	Milestones	Evaluation
PDB&W 1	To enable staff to identify and support pupils experiencing mental health challenges and identify strategies to support this	MH&WB issues brought to SLT and family support meetings Staff express confidence in identifying issues Resources available for staff to use	AJe AFi	£250 - CPD	December 2017 April 2018 January 2018	Termly Reports to Governors CPD available to staff Resources available for MH&WB intervention
PDB&W 2	To include mindfulness and relaxation in PSHE curriculum	Resources identified in long term plans CPD delivered	AFi CSt	£100 - resources	September 2017 December 2017	Planning Scrutiny Learning Journeys
PDB&W 3	To review the Sex and Relationships Education (RSE) curriculum and policy	Policy updated Curriculum updated Planning in place Timetables in place Evidence collected	AJe AFi	£250 - resources	September 2017 October 2017	Planning Scrutiny Learning Journeys
PDB&W 4	To provide support to staff involved in Child Protection and Safeguarding through supervision and regular meetings	DSL Meetings held each half term Supervision available from CLa	AJe	£250 – Supervisor training	Every half term with EFLT meetings	Stakeholder feedback
PDB&W 5	To identify new opportunities to engage with parents and especially hard to reach families.	Inspire workshops held in each Key Stage Additional opportunities for parents to come into school Resources made available to parents to support their child at home	CSt	£100	April 2018 July 2018	Workshops held Stakeholder feedback

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

PDB&W 6	To increase staff capacity for responding to Child Protection and Safeguarding issues with the increase in pupil numbers throughout the school	Deputy DSL trained Strategies to share Safeguarding workload in place	AJ	£250	September 2018	Shared workload AFi completes DSL training
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The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

Area: Leadership & Management

Aim: To develop and support leadership skills at all levels to support school development and pupil success

Lead: Julie Fardell and Pauline McKenna

Reference	Target	Success Criteria	Monitoring	Budget	Milestones	Evaluation
L&M 1	To fill vacancies on the Governing Board with people who match identified areas of need	All GB vacancies filled	JFa	£1000 – Induction and training	September 2017	All vacancies filled New Board members match identified skills needed GB working effectively with equitable sharing of roles
L&M 2	To embed the new administrative/ICT/Site structure to best support school development	Administrative, ICT and Site structure in place with all posts filled All staff confident in their posts Others fully aware of roles of these staff	PMcK	Nil	June 2017 September 2017 September 2017	All vacancies filled Staff training completed New roles communicated to all Stakeholder feedback Support functions operating smoothly Ongoing meetings between SBM and staff
L&M 3	To complete the fit-out of the ICT hub and routinely use ICT resources for teaching and learning	ICT Hub fitted within budget Staff trained to use ICT Hub ICT Champion and Sensory Champion lead on use of ICT Hub	PMcK AJe	£35,000 already allocate to project	September 2017 February 2018	ICT Hub being used effectively Pupil progress evidenced through Learning Journey Folders Planning Scrutiny
L&M 4	To complete the refurbishment of the playground areas	Playground equipment and markings installed	PMcK AJe	£30,000 already allocate to project	September 2017	Playground equipment being used Pupil progress evidenced through Learning Journey Folders Planning Scrutiny
L&M 5	To achieve a balanced budget	Balanced budget achieved for	JFa	Nil	June 2017	Restructure in place

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

	for future years without sacrificing educational excellence	2018-19Staff	PMcK		September 2017 January 2018 September 2017	Cost savings plan in place – essential expenditure only Pool of casual supply staff in place Education staffing structure reviewed Contracts reviewed - cleaning, catering, utilities Cost sharing on Bell Hill campus reviewed Federation cost sharing reviewed
L&M 6	To identify and access new funding streams/fundraising opportunities	New funding streams identified, applied for and won	PMcK AFi	£8,000 – 0.2 of UPS 3 salary	July 2018	£100,000 raised from these sources
L&M 7	To review and update curriculum offerings across the school	Curriculum Map reviewed, updated and communicated	AJe AFi	Nil	December 2017	Curriculum Groups established Curriculum Map in place and communicated to all staff Revised curriculum offer on website
L&M 8	To further extend the impact of the lead for behaviour and autism across the school	Staff feel confident to support behaviours related to Autism Reduction in number of behavioural incidents Sensory needs supported through teaching and learning	JH-J	Nil	December 2017	Additional day allocated for support by Autism and Behaviour Lead CPD delivered on Autism, behaviour support, sensory needs Feedback from stakeholders Learning Journey Scrutiny
L&M 9	To review and implement the induction process for new staff, including the understanding of	Induction Plan reviewed and embedded	JFa AJe	Nil	December 2017	Feedback from new staff Observations show new staff understand role and

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

	positive behaviour support					responsibilities
L&M 10	To create a “link role” for each Governor, based on their skills, strengths and interests, to encourage more active involvement in school life	Each Governor knows their link role and responsibility, and visits the Federation as appropriate to embed their link role	JFa and CD-A	Nil	January 2018	Record of Governor visits Feedback to FGB and Committees Staff and Governors build effective working relationships
L&M 11	To review and update the SLT Matrix and communicate the areas of responsibility to the school community	Leadership Matrix updated *Who to Ask?” document created and distributed to Governors and Families	JFa	Nil	October 2018	Families and Governors know who to approach to discuss various matters

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School Development Plan – Cherry Oak School
 April 2017-March 2018

Area: Federation

Aim: To ensure a shared vision and identity across the Federation to maximise the support pupils

Lead: Julie Fardell

Reference	Target	Success Criteria	Monitoring	Budget	Milestones	Evaluation
FD 1	Hold at least one cross-Federation event for pupils each half-term	New opportunities for Federation activities to be identified College to host a Federation event School to support College in at least one activity Buddies continues	CLa AJe	£300	2 events per half term December 2017 April 2018 July 2018	Federation Signing Choir in place CPD opportunities Federation working parties as appropriate Technology used to facilitate cross Federation activities Stakeholder feedback Buddies continue to meet, on both campuses Spring term topic is reviewed by cross-Federation group
FD 2	To establish a cross-Federation group to develop Sing and Solve Pack	Federation Maths planning / Curriculum Statement developed	SWh AFi CSt	£150	December 2017 April 2018 July 2018	Staff groups established At least one meeting held per term
FD 3	To develop a Federation Logo and use it on Federation documentation, whilst maintaining the identity of each school and college on school/college-specific documentation	Design completion held New Logo adopted	JFa	Nil	December 2017	New Logo adopted for federation use New letterhead devised Logo updated on website and literature
FD 4	To participate in BEP Peer Review for School Development	Peer Review process embedded as part of SDP process Relationship developed for external school development	JFa CLa AJe	£250	July 2018	BEP Peer Review Workshop completed BEP Peer Review Group identified Peer Review Champion

The Federation of Cherry Oak School, Victoria School and Victoria College
School Development Plan – Cherry Oak School
 April 2017-March 2018

		support				identified and trained Participate in review of another school
FD 5	To develop links with a variety of multi-school associations to promote school development, efficient use of resources and to ensure moderation, support and challenge	Active membership of: SSHTMA Senneley’s Consortium BEP Peer Review AHT Associations Curriculum Groups	JFa CLa AJe	£600	September 2017	Membership of and active participation in these groups with a focus on school development, external review, challenge, moderation and support