

PAIGNTON ACADEMY



Believe and Achieve

Excellence: from all; for all.
Outstanding relationships
Ambition

Pride

Character
Love of learning
Community

School Development Plan 2022-23

Ofsted areas to improve:

- Pupils with SEND do not do as well as they could. This is because their needs are not clearly identified or understood. Teaching and the curriculum are not adapted effectively to meet their needs. Leaders are taking steps to improve the provision for pupils with SEND. It is important that these be enacted with urgency and impact to ensure that the curriculum meets the needs of all pupils with SEND*
- Leaders' understanding of what makes a strong curriculum is too variable. It is not always clear how content connects to prior learning or supports future learning. This means that pupils do not always learn well. Leaders have developed a well-structured professional development programme to support staff learning. They should ensure that this helps staff to better understand what makes a strong curriculum.
- Some pupils experience sexist language and attitudes from their peers. This affects their experience of school. Leaders need to carefully consider how this can be addressed effectively to ensure that a culture of respect is established.

***Separate SEND Action Plan: see appendix to the SDP.**

Focus	QUALITY OF EDUCATION				
Outcome(s)	To ensure that Quality of Education at Key Stages 3-4 is consistently good.				
Actions	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
Improve student engagement in lessons	ALF	'Walkthru' books	Oct 2022	Improved skillset amongst staff	Embed 2nd year coach & recruit more coaches
	ALF	CPD costs/SWIFT.	Ongoing	Effective T&L strategies consistently applied.	Source external CPD to support internal programme
	ALF	Newsletters to staff.	Ongoing	Effective T&L strategies consistently applied.	Model good teacher led practice through T&L briefings / CPD
	TLW/DAL	4Matrix training.	Key data drops with key focus at KS4.	All teachers but particularly middle leaders are confident in analysing data. Targeted intervention strategies applied following data analysis	Forensic data intervention at all levels to drive through effective intervention
	SENCo/TLW/ALF	N/A	Ongoing.	Fewer students not in mainstream lessons. Personalised learning students retain access to a top quality education.	Triangulation, communication and accountability of students not in mainstream lessons to ensure their needs are met through quality 1st teaching.
	DTC/LAH	HP resources & activities budget.	Sept 2022 launch.	Cohort of students in HP for 2022 (yr 9).	Develop LEAP programme @ KS3 with comprehensive programme of academic enrichment activities

	TLW/ALF & CTLs	Classroom based resources.	Termly review	Academic activities launched. Fewer higher ability students opt for SDHS.	Select Yr 9 students LEAP Launch evening and internal/external activities HP to be in reports @ Yr 9.
	ALF/SAD SENCo/ CTLs	# Classroom based resources & research from SEND dept.	End of each term review. QA cycles Student surveys SEFs Every term review.	Meaningful projects are created between subject areas.	Cross curricular links embedded across all subject areas.
			Termly review QA cycles.	Differentiation at all levels is embedded across all years and in every department.	SEND team to lead CPD on successful strategies Q&A, extension tasks and differentiation at all levels to develop depth of understanding. Differentiation to be an action plan in all dept SEFs.
Review the curriculum at Key Stage 3 to ensure that it both reflects our local context, maintains breadth and depth and embeds our whole school value of 'love of learning.'	TLW	N/A	Efficient curriculum model agreed which promotes breadth and depth in accordance to the National Curriculum.	Traditional key stage 3 model is implemented for 2023-24+	Curriculum review @ KS3 Research Key Stage 3 models. Review reporting at KS3.
	DGW & TLW	Online questionnaire /survey		Reports provide parents with useful information on child progress and are focused on content and knowledge @ KS3.	Consultation with key stakeholders.
	TLW/CTLs	N/A	Dec 2022.	Substantive knowledge included in curriculum maps with T&L &	Core knowledge clearly identified
	TLW/ALF	N/A	April 2023		Review use of assessment

	TLW	Curriculum maps	Dec 2022	assessment based on knowledge approach.	(pre/mid/final) to ensure that it is fit for purpose.
	ALF/TLW	Intent documents .	Ongoing	Assessment is formative and focused on knowledge and content. Data is used to inform teaching.	Curriculum maps to react to knowledge gaps and to be addressed through assessment.
	TLW/ALF	New assessments	April 2023	Curriculum maps & intent reflect latest Ofsted research papers.	QA and 12 week assessment cycles, CTLs to review curriculum mapping and sequencing
	DGW	SLT mtgs ppts	Ongoing	External support/Ofsted inspector review of curriculum documents.	SLT curriculum review via SEF presentations and line management.
To review the structure of the school day and meeting frequency to ensure greater opportunities for dept planning & sharing of best practice.	DGW	N/A	By April 2023.	School day which complies with STPCD but which allows for increased and meaningful dept/faculty sharing of good practice.	Research on school day structure. Meeting cycles & day structure amended (if needed) following research of best practice in high performing secondary schools.
To improve outcomes: progress & attainment at Key Stage 4.	ALF/TLW	Exam spec training.	Review end of every term.	Clear understanding of exam specs.	Exam specs are explicitly implemented across the curriculum - 12 weeks cycles of questions, understanding mark schemes Clear outline of exam / criteria with key vocabulary embedded into curriculum, lessons and assessment.

				<p>Modelling, scaffolding past paper questions is consistently and routinely embedded across Key Stage 4 lessons</p>	<p>Good practice researched from other schools.</p> <p>Exam technique modelled and embedded across all units of work to KS4</p> <p>CPD - exam training for faculties part of CPD internal training in moderation sessions</p> <p>Develop writing resilience through scaffolding of all exam questions from yr 7-11.</p> <p>High level retrieval practice embedded across the curriculum</p> <p>Develop comprehensive mentoring and revision programme for all Year 11s.</p>
<p>To embed the new SEND structure so that targeted intervention at key stage 3 and 4 (focusing on literacy & numeracy) is timely, personalised and highly effective.</p>	SAD/TVS	SEE SEND ACTION PLAN	SEE SEND ACTION PLAN	SEE SEND ACTION PLAN	<p>SEE APPENDIX: SEND ACTION PLAN</p>

Focus:	BEHAVIOUR & ATTITUDES				
Outcome(s)	To improve behaviour and attitudes at all years with a particular focus on sexism and misogyny.				
Actions	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To successfully and consistently implement the new Behaviour Policy	WJV	Posters Rewards for Golden Ticket winners. Resources to improve visual aspect of Golden Tickets.	Panel meeting reviews QA cycles ½ termly reviews: SLT analysis (VJT)	New behaviour policy is reviewed and any changes made are implemented ready for the next term/academic year. New behaviour policy is understood by all key stakeholders. New behaviour policy is implemented consistently across the organisation. Improved feedback through student, parental and staff questionnaires/surveys	Ensure consistency through clear routines, systems, procedure and structure: <ul style="list-style-type: none"> - Use of assemblies and tutor time to explicitly teach behaviour. - Low level disruption - Quality assurance - SLT / CTL / HOH monitoring through climate walks - Significant reduction in Time Out Cards. - To significantly reduce FTS with a focus on persistent disruptions and pupil assaults through key intervention - New RA layout and procedure [Reset Room] - Yr 7 Transition - high expectation and routines SLT / HOH timetable to Reset Room & Isolation room Provision of KS3 student collaboration with Burton Assessment for students at significant risk of PEX and/or show consistent extreme behaviour. Improve intrinsic motivation to increase aspirations through rewards / Culture Tie in the '7 key T&L good lesson' "assertive warmth" Implementation of the Behaviour Policy and effective and consistent use of classcharts to log poor punctuality. Rewarding students through Golden Tickets scheme.

<p>Develop a culture of 'good' high attendance and punctuality with a specific focus on persistent absenteeism.</p>	KJS	Attendance package	Half termly review	Attendance trend across all year groups improves.	<p>Implementation of key strategies to address persistent absenteeism.</p> <p>Close working with LA.</p> <p>Rewards high & improving attendance through rewards policy.</p> <p>Close liaison between attendance team and House team so that appropriate targeted intervention is put in place for persistent absentee students.</p> <p>Consistently apply sanctions for continued poor attendance and/or lack of parental engagement.</p>
<p>To improve student attitudes within the academy with a specific focus on sexist and misogynistic behaviour and attitudes.</p>	MRG	<p>PSHE/ Assembly resources.</p> <p>Display resources.</p>	<p>Dec 2022</p> <p>Half termly</p> <p>Half termly</p>	<p>Improved attitudes within the student body with a particular focus on sexism & misogyny.</p> <p>Student leadership meetings.</p> <p>Regular communication with parents.</p> <p>Regular reinforcement through assemblies.</p>	<p>Rewrite PSHE curriculum to focus on sexism and misogynistic behaviour.</p> <p>Student leadership groups focused on attitudes.</p> <p>Consistent application through behaviour policy on sexism/misogyny.</p> <p>Regular assemblies to focus on sexism/misogyny</p> <p>PSHE newsletters to parents/carers.</p> <p>Key focus on girl specific groups.</p> <p>Displays</p> <p>Tutor time activities and Character Education (TVS)</p> <p>Implementation of behaviour policy sanctions in cases of sexism/misogyny.</p>
<p>Review the role of staff/departments within the whole school detention system.</p>	VJW & Academy Directors	N/A	Dec 2022	<p>Ensure consistency of departmental detentions across depts with a particular focus on Core Subjects.</p> <p>Reduce instances of C1 in core subjects.</p>	<p>Academy Directors meeting to agree consistency of approach</p> <p>New behaviour policy amended (if needed).</p> <p>New detention approach implemented.</p>

Focus	PERSONAL DEVELOPMENT				
Outcome(s)	To ensure that our students gain an outstanding provision of personal development.				
Actions	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To further reduce NEETS through an outstanding careers programme embedded across the academy	LAH	N/A	Termly	Increased opportunities for pupil engagement and post 16 provision to meet their specific need.	Variety of trips, guest speakers, careers meetings Students make informed decisions before key transitions Staff - Student mentoring Parent meetings CSW Practice interviews Parents evenings Staff mentors Careers sessions
To develop ‘genuinely memorable experiences’ to aid the personal development of students.	DTC	Activities Day/Week costs Outdoor Education Lead appointment costs	Termly review	Increased opportunities for pupils to access outdoor education. Parental questionnaire on activities day/week.	Activities day (July 2023) and Activities Week (July 2024) DoFE to be embedded Subject specific trips Subject specific careers links Outdoor Education Appoint an Outdoor Education Lead with TLR.
Continue to embed British values	ALF/GTC/MRG	N/A	Termly review	British values and known and understood by all students.	Assemblies, tutor time, PSHE programme, subject specific links. Built in to CPD programme Student surveys

<p>Promote healthy, active lifestyles (physical and mental)</p>	<p>MRG</p>	<p>N/A</p>	<p>Termly review</p>	<p>Students have improved understanding of healthy and active lifestyles. Enhanced opportunities for activities.</p>	<p>Increase use of MHST, CAMHS, SS, wellbeing rooms. Promotion of extra curricular clubs, food curriculum, school games organiser All students to engage in extra-curricular activities Wide range on offer PP funding to support Parental engagement - pupil / parent Olympics Increase in music / drama /art</p>
<p>To embed House ethos/identity through increased House competitions & continue to broaden opportunities for student leadership across the Academy.</p>	<p>MRG</p>	<p>Costs of leadership programmes and external events- cover etc.</p>	<p>Half termly reviews.</p>	<p>Increased opportunities to develop student leadership. Proactive leadership at all levels identifying opportunities for student leadership. Clear House ethos and identity evidenced through student surveys.</p>	<p>Subject leaders House captains Anti-bullying prefects Sports leaders Mentors Green team Student council Student leadership team Healthy Relationships Forum LGBTQ+ club Inter-house competitive element to include non-sporting competitions To seek out opportunities for our students to develop their leadership</p>
<p>To raise aspiration across our school community and particularly with our most able students</p>	<p>DTC/LAH</p>	<p>LEAP Programme publications. Chromebooks for Higher Project students. Higher Project costs to run qualifications.</p>	<p>Sept 2022 Sept 2022 Ongoing</p>	<p>LEAP student and parental engagement. Clear programme of internal and external events established and reviewed. Positive parental and student feedback Fewer higher ability students to SDHS.</p>	<p>Develop a LEAP Programme Individual Year 7-11 programmes Link to CIAG programme External trips Internal opportunities Develop links with Exeter College Develop Alumni programme Develop student leadership opportunities / character education Guest speaker programme Introduce the Higher Project Qualification</p>

Focus	LEADERSHIP & MANAGEMENT				
Outcome(s)	To improve leadership & management at all levels across the organisation				
Actions	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To improve school-parent communication	TLW	New comms package.	Dec 2022	Increased buy in from parents.	Investigate a 'one stop shop' comms package for the school
	DTC	Regular letters to parents.	Sept 2022. End of term reviews of LEAP Programme.	Increased opportunities for parents to visit the school and meet with staff.	To develop the LEAP Programme and gain feedback from parents and students.
	DGW	N/A	½ termly	Improved attendance and parental engagement.	Embed the School-Parent Forum
	TLW	N/A	By Dec 2022	Improved information to parents on their child's curriculum, home learning and (if applicable) SEND needs.	Review effectiveness of student reports through parental consultation.
	TLW	Newsletters	Termly	Improved communication & information to stakeholders.	Introduce curriculum newsletters to parents & students- termly.
	SAD	N/A	½ termly	SEND parents are more informed and therefore more engaged.	Introduce SEND specific parent forums/meet the department events and opportunities to meet SEND linked to parents evenings and options evenings etc.
	DGW/DTC		Parent evening cycles		Return to face-to-face parents evenings and options evenings.

		N/A		Improved engagement through parental face to face meetings	
To develop strategic capacity so that organisational risk is reduced.	DGW & SLT	N/A	Termly	Reduced operational risk to the organisation with clear succession plans in place.	Training opportunities and work shadowing to develop strategic capacity e.g. timetabling; whole school data analysis; SEND; EHCP process. To develop opportunities for support staff.
To develop leadership and clear paths of career progression across the organisation at all levels.	DGW/ALF LAH	CPD programmes. Trust wide structures & appraisal systems	Termly	All staff feel valued and clear information provided with opportunities for next steps.	Develop NPQ programme Buddy/mentoring/shadowing system Invitation to SLT observation To further improve data analysis and understanding across the organisation
To further develop leadership structures and capacity within the core subjects	DGW	Lead Practitioner costs. Increased TLR costs.	By end of academic year.	Leadership structure across core subjects is fit for purpose with sufficient capacity to ensure subject(s) continued improvement	Research effective structures across a twin site in line with best practice of high performing secondary schools.
To embed the new SEND structure across the organisation to ensure enhanced capacity and strategic leadership to meet	SAD/TVH	SEE SEPARATE SEND ACTION PLAN	SEE SEPARATE SEND ACTION PLAN	SEE SEPARATE SEND ACTION PLAN	SEE SEPARATE SEND ACTION PLAN

need within our context.					
To develop & improve leaders understanding of what makes a strong curriculum.	ALF/TLW	Curriculum intent documents and curriculum maps.	Termly analysis	Clear curriculum intent reflecting Ofsted QE framework and Ofsted research papers which is reflected at classroom level through high quality knowledge focus.	Ofsted CPD (in-house/external) on Ofsted Framework specifically focusing on QE, curriculum intent and sequencing. Deep Dive into subject areas (led by SLT and school improvement partners/Ofsted) as part of leaders development and QA process.
To address underperformance through sharing of good practice, CPD and accountability measures.	DGW	Costs of SIP/Ofsted training.	QA cycle and termly	Underperformance is addressed and corrected through CPD or informal/formal procedures.	Use of QA & data to identify concerns/underperformance. Data analysis meetings Lesson observations. Introduce Deep dives along Ofsted framework into subject areas. Recruitment of Ofsted trained specialists to support school in Deep Dive. Targeted CPD to support staff. Use of informal support plan. Implementation of the Trust policy.
To review the school's PAN to ensure that it removes structural risk to the organisation and ensures a cost	DGW/TLW	N/A	Sept 2022 Oct 2022 to LA	PAN reflects the school vision of ensuring a place for students within the catchment area. PAN provides the school with significantly reduced risk re: transient students	Review of PAN models PAN proposal to Trust for discussion/agreement. Signal to LA new PAN numbers (if applicable)

effective curriculum and staffing model.					
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SEND Action Plan



Believe and Achieve

Paignton Academy SEND Key Priorities for 2022-2023:

1. Imbed a deeper understanding of SEND across the Academy, with a focus on training and empowering all teaching staff to be teachers of SEND and reflective practice leading to curriculums being structured, sequenced and adapted to meet the needs of all students.
2. Review SEND departmental structure and intervention programme. Evaluate whether the current structure is fit for purpose and ensure that staff are appropriately trained and deployed and that interventions are evidence based, appropriately used with the right students and that impact is measurable.
3. Focus on raising standards of achievement for all SEND students including those at STEPS by better identification and communication of SEND student information with all staff, external agencies, carers and parents, including primary transition and early identification of SEND needs and regular APDR.
4. Use of more efficient and effective data systems for recording and monitoring SEND data and reviews and better identify T&L and intervention priorities for students and staff.
5. Identifying the allocation and impact Element 3 funding, ensuring individual budgets can be traced to specific pupil interventions and that the provisions outlined in EHCPs are costed and appropriately funded.

Focus	Imbed a deeper understanding of SEND across the Academy, with a focus on training and empowering all teaching staff to be teachers of SEND and reflective practice leading to curriculums being structured, sequenced and adapted to meet the needs of all students.					
Outcome(s)	Curriculums meet the needs of learners with SEND and teaching staff deliver Quality First Teaching to all classes.					
Actions	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Training provided for Curriculum Leaders to equip them to evaluate and modify the Schemes of Learning.	SENCO	SENCO time CL time Teaching staff time	In place for September 2023	Completed audit of curriculums Work scrutiny Lesson drop ins Student voice	Targeted training based on results of audit	To be conducted alongside whole school curriculum changes
Training provided for teaching staff to support with Quality First Teaching and meeting the needs of a range of learners.	SENCO	SENCO time Teaching staff time LSA time	Autumn, Spring terms 2022-23	Work scrutiny showing adapted curriculum delivery Lesson drop ins Student voice Staff voice Feedback from coach	Continued professional development to support Teaching staff. Increased collaboration between teachers and LSAs.	

Focus	Review SEND departmental structure. Evaluate whether the current structure is fit for purpose and ensure that staff are appropriately trained and deployed					
Outcome(s)	Structure of the department and interventions to maximise the impact of the team					
Actions	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Review job descriptions of all members of SEND team.	SENCO/Deputy Pastoral	Job descriptions SENCO time	Autumn term	Clear understanding of job roles within department	Evaluation of whether current staffing is appropriately deployed- consideration of restructure for 2022-23	
Audit training and experience of the team	SENCO/Deputy Pastoral	Google form	Autumn-Spring term	Clear picture of skill sets within the department and training gaps identified	Training planned to address identified gaps	
Identify appropriate interventions for literacy, numeracy including for KS4 students	SENCO/HLTA team	Intervention packages Staff training Staff time	Autumn term	Range of intervention in place Staff trained to deliver Improved attainment in key subject areas measured through progress checks	Continued evaluation of impact and any training needs Improved communication between Teaching and SEN staff	
Ensure systems are in place to identify	SENCO	SENCO time	Spring term	Improved outcomes in English and Maths measured through	Interventions offered to increased number of students	

students in need of intervention and to track their progress				teacher assessment and progress tracking		
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Focus	Raise the standards of achievement for all SEND students including those at STEPS by better identification and communication of SEND student information with all staff, external agencies, carers and parents, including primary transition and early identification of SEND needs and regular APDR.					
Outcome(s)	Improve KS4 outcomes for SEND students, in line with the whole cohort.					
Actions	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Identify a member of the team to oversee transition for E and K coded students in order to ensure information is thorough and timely	SENCO	Staff member time	By Summer term	Parent feedback form Staff feedback form	Attend annual reviews of key student as early as Year 5	
Investigate the use of a pre-SENDS list to ensure information and concerns are appropriately	SENCO	Staff time	By September 2023	Staff feedback form Improved systems for entry and exit onto SEN register implemented Clear criteria available for staff and parents to show level of SEN need and support available		

noted and monitored						
Improved use of Learning Plans	SENCO	Staff time Provision Map	By September 2023	All plans to contain key information around needs and measurable targets Only students identified as K or E to have a learning plan	Learning plans to link directly with EHCP outcomes or E students	

Focus	Use of more efficient and effective data systems for recording and monitoring SEND data and reviews, and better identify T&L and intervention priorities for students and staff.					
Outcome(s)	Patterns and trends in SEND pupil performance and behaviour to be sought, allowing more targeted interventions and T&L CPD					
Actions	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Identify trends in week on week SEND pupil behaviour	SENCO	ClassCharts	Autumn Term	Percentage weekly RR visits of SEN pupils to be measured versus the entire cohort Identification of key SEND groups	Weekly tracking	
Ensure accurate real-time SEND pupil need on roll	SENCO	Provision Map	Autumn term	Pupil Summary Report	Evaluate K thresholds Audit existing K and E pupils for accuracy	
Improved data review points	SENCO	DRIVE based tracker LS team time	Autumn term	All SEND EP & RSA submissions and reports fully tracked	Develop tracking tool and deploy	

Focus	Investigate the allocation and impact of Element 3 funding, ensuring individual budgets can be traced to specific pupil interventions and that the provisions outlined in EHCPs are costed and appropriately funded.					
Outcome(s)	All EHCP plans to be costed and funded					
Actions	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Meet with BET Finance team	SENCO Deputy Principal	Staff time	By October 2022	SENCO and Deputy Principal aware of budget and allocations of funding		
Use the costing tool on Provision Map consistently	SENCO	Provision Map Manager time SENCO time Provision Map	By Summer term	All provisions costed and visible in Provision Map	Ensure LA finding matches provision costs and request additional funding if required	