

SCHOOL DEVELOPMENT PLAN

ACADEMIC YEAR 2024-25

The Marjory Kinnon School vision is that every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of the community.

In order to constantly set a culture of high standards and outstanding pupil outcomes, we regularly reflect on, and self-evaluate our practices and our outcomes. Robust evidence-based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development and more detailed plans are held by each project lead and monitored in the school Monitoring & Evaluation procedures by the Headteacher and Senior Leadership Team. Our improvement priorities will reflect our school mission statement to include: Nurture, Challenge and Inspire built on the school values of kindness, perseverance, tolerance and respect.

Key Priorities 2024-25

- 1. To enhance and grow middle leaders both as subject leaders and managers within Departments.**
- 2. Further develop, monitor, embed and evaluate the curriculum so that it is broad and balanced and meets the needs of our ASC pupils and the changing cohort.**
- 3. Respond to the OFSTED need to improve a few identified curriculum subjects (Humanities, KS4 Maths and RE).**
- 4. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)**
- 5. To embed and develop the Preparation for Adulthood Offer in liaison with the LA team.**
- 6. To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum.**

Targets 2023-24:

1. To prepare for the changing cohort of pupils and designation of the school from MLD to a school for Autism & Complex Needs.
2. Respond to the OFSTED need to improve a few identified curriculum subjects.
3. To continue to develop our Pathway 1 & 3 curriculum for the new cohort.
4. To improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise.
5. To improve parental communication and engagement.

Evaluation 2023-24:

1. The cohort has now changed and our 3 curriculum pathways are embedded. 76% of pupils are ASC and the vast majority of MLD pupils are in KS4. Staff are trained and more confident at using ASC friendly SCERTS approaches to T&L. Practice and consistency is stronger in Primary but changes are emerging in Secondary and new leadership this year will ensure practices are embedded in Secondary. SCERTS and SaLT lessons are timetabled and the school Speech & Language Therapist continues to have a big impact on communication aids and Makaton.
2. A Maths Lead TLR was appointed and has made changes to the KS4 offer. RE in KS4 has also been addressed and the main focus remaining is History and Geography across the school. A curriculum team is working on this with the Primary DHT.
3. The Pathway 1 & 3 curriculum has undergone development and this will continue with 3 teachers holding a TLR to develop and resource these Pathways.
4. OPaL training was delivered and an OPaL Play Team set up in each Department. Some changes to the outside Playgrounds have happened and the school Play Leads organised a Stay & Play event in the Summer Term which was very well attended by parents. Work on this continues into 2024-25.
5. Training was delivered by the HT to all staff on understanding the challenges of parents of ASC pupils and how important our support and communication is for many families. The Family Support & Community Outreach Worker has had invaluable impact on supporting the most vulnerable families.



1. To enhance and grow middle leaders both as subject leaders and managers within Departments

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT / Subject Leads	<ul style="list-style-type: none"> Subjects Leaders to revisit their 3-year plan and focus on continued development and embedding of the PW1 & PW3 curriculum. 		<ul style="list-style-type: none"> Subject Leaders to create and monitor/update their action plans for next 3-years. Subject Leaders source or provide training to support teachers delivering the curriculum Subject Leaders receive training and support from consultant. PW1 & PW3 resources improved including more provision to support sensory needs and communication. 	<ul style="list-style-type: none"> Teachers will have access to curriculum and resources that meets pupils' needs. Training will have supported teachers with how to adapt and deliver the curriculum within the Pathways and teachers are more confident to meet needs. All schemes of work in all pathways will be fit for purpose. Pupil engagement in lessons will improve. 	<ul style="list-style-type: none"> Subject Leader action plans. Staff feedback from training. Lesson observations and work scrutiny. Pupil voice- school council
DHTs	<ul style="list-style-type: none"> To monitor and evaluate the impact of the new TLR 3 posts-phase leaders and curriculum posts. 		<ul style="list-style-type: none"> Regular check-in and meetings with SLT. SLT to feedback in SLT meetings. 	<ul style="list-style-type: none"> New TLR 3 post-holders will be proactive and support SLT with operational issues. 	<ul style="list-style-type: none"> SLT minutes. SLT feedback. Staff feedback.
HT	<ul style="list-style-type: none"> To ensure leaders have opportunities to train including NPQs. 		<ul style="list-style-type: none"> Appraisal requests to be logged by SLT line managers. Course applications agreed and processed by HT. 	<ul style="list-style-type: none"> Middle and senior leader skillset will improve. SLT will feel supported by middle leaders. 	<ul style="list-style-type: none"> Appraisal documents throughout the year. Qualifications obtained by leaders.

2. Further develop, monitor, embed and evaluate the curriculum so that it is broad and balanced and meets the needs of our ASC pupils and the changing cohort

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
JK / MOB / KG	<ul style="list-style-type: none"> To update sensory provision to support curriculum and regulation of ASC pupils In PW3. 		<ul style="list-style-type: none"> Identify back rooms that need provision. Provide an order of equipment needed. Bid for capital funding to expand sensory provision. 	<ul style="list-style-type: none"> Sensory Rooms in classes will be up and running and help support regulation for class teams. 	<ul style="list-style-type: none"> Decrease in behaviour issues for ASC pupils in PW3. Feedback from staff teams. Case studies on pupil impact.
SLT / KG	<ul style="list-style-type: none"> To continue working towards the NAS Autism accreditation. 		<ul style="list-style-type: none"> NAS Action Plan is updated by SLT. Curriculum areas are evaluated for meeting pupil needs. School to work on developments suggested from NAS Assessor. 	<ul style="list-style-type: none"> More progress will be made towards accreditation. 	<ul style="list-style-type: none"> Subject Leader Action Plans. Lesson observations. Book scrutiny. Pupil voice surveys.
SLT	<ul style="list-style-type: none"> To undertake a curriculum review to assess appropriateness of content. 		<ul style="list-style-type: none"> To audit all subjects. To identify changes needed. To support curriculum leaders to plug gaps. To purchase schemes of work and resources as required. 	<ul style="list-style-type: none"> All curriculum areas will have identified areas for improvement. 	<ul style="list-style-type: none"> Audit outcomes. Subject Leader Action Plans. Lesson observations. Pupil voice. Work scrutiny/outcomes.

3. Respond to the OFSTED need to improve a few identified curriculum subjects.

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
PD Maths TLR	<ul style="list-style-type: none"> To ensure KS4 Maths follows the Maths Mastery approach for continuity. 		<ul style="list-style-type: none"> Subject Lead to meet and guide KS4 teachers. Learning walk and feedback to KS4. Subject Lead to monitor PW1 & PW3 delivery and feedback to staff. Training to be given to teachers as needed on how to adapt curriculum to meet the needs of ASC pupils. 	<ul style="list-style-type: none"> Pupils will respond well to the continuity of Maths Mastery and make good progress towards accreditation outcomes. 	<ul style="list-style-type: none"> Lesson observations. Learning walks. Work scrutiny. Accreditation outcomes. Subject Leader monitoring and evaluation.
AVD / JS	<ul style="list-style-type: none"> To review and develop History and Geography to be more hands on and experiential. 		<ul style="list-style-type: none"> Audit curriculum. Develop a working group. Appoint a TLR for Humanities. 	<ul style="list-style-type: none"> Pupils will be more engaged in the lessons. Teachers are able to adapt lessons for all pathways. 	<ul style="list-style-type: none"> Lesson observations. Work scrutiny. Pupil voice. Staff feedback.
PB RE TLR	<ul style="list-style-type: none"> To ensure KS3/4 RE is fit for purpose in all pathways. 		<ul style="list-style-type: none"> Audit and monitor the curriculum. Collate staff feedback. Make improvements to PW1 & PW3. 	<ul style="list-style-type: none"> Pupils will be more engaged in the lessons. Teachers are able to adapt lessons for all pathways. 	<ul style="list-style-type: none"> Lesson observations. Work scrutiny. Pupil voice. Staff feedback. Subject Leader evaluations.

4. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT / HB	<ul style="list-style-type: none"> To implement the OPaL Play Action Plan. 		<ul style="list-style-type: none"> OPaL Play Team meetings in Departments. Play & Stay for parents. Benefit/Risk Assessments written. 	<ul style="list-style-type: none"> Pupils will be more engaged at play and lunch and enjoy their time outside. 	<ul style="list-style-type: none"> OPaL Action Plan.
SLT / Play Team / JK / IH	<ul style="list-style-type: none"> To monitor social communication opportunities at play and lunch. 		<ul style="list-style-type: none"> Speech & Language Therapist to support SLT with ideas and strategies to improve communication outdoors. 	<ul style="list-style-type: none"> Monitoring will show better social communication outside. Less behaviour incidents due to boredom. 	<ul style="list-style-type: none"> CPOMS behaviour analysis. Monitoring document and evaluation report on outdoor activities.
MOB / GW	<ul style="list-style-type: none"> To action groundwork improvements in the Playground. 		<ul style="list-style-type: none"> EYS improvements to outdoor area to be booked and completed. Primary Hill removed. Other works identified and completed. 	<ul style="list-style-type: none"> Playground physical changes will be completed and play areas more appropriate to meet pupil needs. 	<ul style="list-style-type: none"> Works will be completed and equipment safe for pupils to use. Photographic evidence of changes and children at play. Evaluation of play.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started



5.To embed and develop the Preparation for Adulthood Offer in liaison with the LA team

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
JG / AH	<ul style="list-style-type: none"> To review preparation for adulthood to address the needs of ASC and low-level pupils in KS4. 		<ul style="list-style-type: none"> Review of last year's provision. Plan for all pathways developed and shared with staff. 	<ul style="list-style-type: none"> The curriculum linked to PfA will be accessible for all pathways and abilities. 	<ul style="list-style-type: none"> Lesson observations. Evaluation of PfA.
JG / AH	<ul style="list-style-type: none"> To work with the LA team on improving the offer at KS4. 		<ul style="list-style-type: none"> Attend Pathways Day at Oaklands with pupils and parents. 	<ul style="list-style-type: none"> Pupils and parents will have a more informed position regarding Post-16 transfer. 	<ul style="list-style-type: none"> Destinations data.
JG / AH	<ul style="list-style-type: none"> To develop work experience to support the least able. 		<ul style="list-style-type: none"> Sourcing appropriate work experience opportunities for the most able. Work experience opportunities are created in-house e.g. café. 	<ul style="list-style-type: none"> Less able pupils will have appropriate experiences to promote work and independence related skills. 	<ul style="list-style-type: none"> Pupil voice. Parent surveys. Destinations data.

6.To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT	<ul style="list-style-type: none"> To raise awareness amongst parents of social media risks. 		<ul style="list-style-type: none"> Set-up meetings/workshops with SchoolsMobile.com and parents to review the use of the APP. More articles and information in newsletters to parents. To set up more opportunities for parents to attend training to understand the dangers online. Develop closer links with SchoolsMobile.com. Raise awareness with teachers about social media concerns. 	<ul style="list-style-type: none"> More parents will put the SchoolsMobile.com APP onto their child's devices. Parents and families will be more aware of the risks and dangers. 	<ul style="list-style-type: none"> Data from SchoolsMobile.com will show more families are using the safety APP.
SLT / DSL / DDSL	<ul style="list-style-type: none"> To review the curriculum to build in more opportunities to understand online safety. 		<ul style="list-style-type: none"> To have an Online Safety Awareness Week with external workshops in Secondary. 	<ul style="list-style-type: none"> There will be less high-level online safety incidents recorded on CPOMS/MY Concern. 	<ul style="list-style-type: none"> Data on My Concern/CPOMS. Parent feedback surveys from workshops.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started



7. Supplementary Strategic Targets

Targets	Actions & Progress
<ul style="list-style-type: none"> To monitor and improve the food offering from Stir Foods and explore changing companies or bringing in-house. 	<ul style="list-style-type: none"> Regular audits and surveys of food. Evidence gathering. Review of Contract. Exploration of bringing in-house.
<ul style="list-style-type: none"> To plan and project future pupil numbers and the potential make-up of the school in line with the new SEND banded funding model. 	<ul style="list-style-type: none"> SLT meetings to map out strategic plan for next 3 years. Inform LA of vacancies for next year.

EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2024-25

Eliminate unlawful discrimination, harassment and victimisation			
Issues Identified	Objectives & Timescale	Example Activities	How to Measure Progress
To continue to promote a tolerant and inclusive school community where all feel safe and valued.	To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	Each term to focus on one key value to underpin lessons and assemblies: <ul style="list-style-type: none"> Autumn: Kindness Spring: Tolerance/perseverance Summer: Respect 	<ul style="list-style-type: none"> Social and emotional progress can be tracked through Thrive Online, class screening.
	To focus on early intervention with the Think Equal Programme.	<ul style="list-style-type: none"> Pupil assemblies and bespoke workshops. Parental filter guidance for parents and workshops. 	<ul style="list-style-type: none"> Reduction of incidents on CPOMS or cases of conflict between pupils. Classroom activities and targeted pupil voice work show improvements.

Foster good relations between people who have a shared characteristic and those who do not			
Issues Identified	Objectives & Timescale	Example Activities	How to Measure Progress
Raise awareness and understanding for staff and pupils of barriers for those who come from a range of ethnic minority, LGBTQ+, disability, religious or nationality groups, and the gifts which their characteristics bring to our school community.	To provide opportunities to celebrate the gender, sexuality, disabilities and culture and religions of all staff and pupils that make up a very diverse school.	Assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff: <ul style="list-style-type: none"> Eid, Diwali, Christmas, Chinese New Year, Holocaust Memorial. Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature). Focus on achievements by well-known female icons and role models representing diverse sexualities such as the gay / transgender communities. 	<ul style="list-style-type: none"> Evidence in pupil work books and corridor displays of work.
	To ensure our reading and library books fully represent diversity in society including bilingual books.	<ul style="list-style-type: none"> To ensure the English & Library Lead has budget to purchase books. To audit areas where we are deficient and plug the gaps. 	<ul style="list-style-type: none"> TLR English to complete audit and order books.

Advance equality of opportunity between people who share a protected characteristic and those who do not			
Issues Identified	Objectives & Timescale	Example Activities	How to Measure Progress
All staff and pupils feel valued and represented.	To set up groups for the minority cohort of girls (24% of school population) to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.	<ul style="list-style-type: none"> Identify and prioritise vulnerable girls for Thrive interventions. Create groups to boost self-esteem - creative projects. Create Secondary girls nurture group 'The Den' with nurture teacher. Train staff on self-harm issues. Provide support for Yr6 girls transitioning to Yr7 (e.g. opportunities to integrate in Secondary during the Summer Term). 	<ul style="list-style-type: none"> Capture pupil / girls voice on how safe they feel. Increased participation on residential (as an opportunity to build resilience).
	To increase and support the participation of parents / carers of pupils / students from minority, marginalised or vulnerable backgrounds in school life.	<ul style="list-style-type: none"> FS&COW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them. Home visit before pupils enter school. Targeted parent workshops around needs. Review website / electronic information / interpreters available for parents. 	<ul style="list-style-type: none"> Parental Engagement / FS&COW Termly Reports to Governors. Parent surveys.