



## Lampard Community School –School Development Plan 2018-2019: IMPACT REPORT

### Mission Statement

Lampard Community School is a positive learning community built on the strong relationships we make. Through listening to our students and their families we endeavour to put them at the centre of all decision making. We are committed to providing the most meaningful experience of education for each of our students to enable them to become as independent as possible and to go on to lead a healthy and fulfilling life.

### **Our values**

Mutual respect    Kindness    Acceptance    Working together

### **Our School Vision**

- Our students have a strong sense of self and have clear aspirations.
- Our students are as independent as they are able and skills are embedded for life.
- We are a resilient community of learners.
- Our students are effective communicators in their daily lives.
- We always provide opportunities to shine and we celebrate success.
- We are all active and valued members of the school.

### Three year strategic vision

**Strategic Priority 1:** To provide an innovative and relevant curriculum that promotes **independence** and **communication**, builds on prior skills and prepares our students for adulthood. The curriculum will enable all students to achieve aspirational personalised learning outcomes.

**Strategic Priority 2:** Evidence of consistent quality first teaching that challenges all students, particularly the youngest students and the most able. *Ofsted 2017*

**Strategic Priority 3:** To build a strong, specialised and skilled staff team who support students in developing **resilience** to challenge, promote **independence** and enhance **communication skills**. They will be able to adapt the curriculum and teaching to enable students to make aspirational progress in Maths, writing and phonics in particular. To increase local school community interaction, training and support to raise understanding of complex needs.

**Strategic Priority 4:** To develop highly effective, collaborative family engagement opportunities to ensure personalised outcomes for students are achieved.

**Strategic Priority 5:** Effective school governance and leadership with built in strategic succession planning to ensure careful scrutiny of all school resources to allow it to continue to be highly effective combined with a robust approach to reducing the deficit.

**Strategic Priority 6:** To develop a more respectful and purposeful learning environment to reinforce the value of the school community.

	Three year strategic priorities.	Strategic lead	Objectives 2018-19	How will we judge success	Impact
1.	<p>To provide an innovative and relevant curriculum that promotes <b>independence and communication</b>, builds on prior skills and prepares our students for adulthood. It should enable all students to achieve aspirational personalised learning outcomes.</p> <p><i>A determination to provide our students with as much experience of independence as we can offer through a meaningful curriculum and to support and celebrate each step towards using their skills independently.</i></p> <p><i>We recognise each of our students are unique and we are committed to developing the whole self. We recognise that success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to make steps towards these.</i></p>	SG	<p>i) For students to show an <b>increased understanding and ability to carry out calculation and problem solving activities more independently</b> leading to an increase in students making above expected progress in Maths across the school. (1a)</p>	<ul style="list-style-type: none"> <li>Staff's confidence and knowledge in Maths, particularly in calculation and problem solving is deepened. Staff's confidence and knowledge will be measured at the start of the year and re-measured at the end of the year.</li> <li>Students are able to demonstrate a higher level of independence in Using and Applying from their starting point.</li> <li><i>Aspirational target of 100% KS1, 80% KS2 and 90% in KS3 making expected progress in Using and Applying.</i></li> <li>An increase in percentage in KS4 of students making expected progress.</li> <li>Strategic lead reports to Governors each half term.</li> <li>Collation and analysis of data at three data points.</li> </ul>	<p>SWe applied for a Department for Education SEND Improvement Partnership Project and was successful in our application. As a result Lampard has been partnered with Woolacombe Teaching School and their two Maths Specialist Leaders in Education (SLEs) to develop a whole school calculation policy. Work to date has involved several meetings, observation of staff that deliver and/or lead maths at Lampard and an audit of manipulatives. The project has afforded SLE time and funding for 'Power up Teacher guides and manipulatives for each classroom to build up consistent resources across the school. The next step will involve working on the development of the calculation policy, focussed on moving understanding through a concrete, pictorial and abstract approach. Teachers will observe the approach being used at Woolacombe. Further SLE time will be made available to support with planning of Maths.</p> <p><b>Data for 2018-19: Using and Applying</b>  <b>KS1: 100%- achieved target</b>  <b>KS2: 88% -exceeded target</b>  <b>KS3: 89% - 1% below target</b>  <b>US: This years' students gained Maths qualifications at a higher level. 95% achieved or exceeded their target level in Maths.</b></p>
		SJB	<p>ii) To develop a spiral curriculum for all LS/MS curriculum areas to include 'must teach' and 'should teach' to prepare our students for adulthood – 1<sup>st</sup> yr. focus Maths, PLS, Science Enquiry.</p>	<ul style="list-style-type: none"> <li>Students are able to apply classroom learning to real-life activities and do so increasingly independently.</li> <li>Students have increased opportunities through the curriculum to work towards their EHCP outcomes related to increasing independence in life skills.</li> </ul>	<p>As a result of the curriculum review and mapping of the new RSE (Relationship and Sex Education) curriculum (statutory in 2020) in PSHE, Lampard will be an early adopter of the draft curriculum. Whilst still not statutory, we will have access to the draft resources available and training led by the DfE as well as opportunity to consult with parents. RC has been successful in becoming the Temporary Whole School Subject Leader in PSHE with a focus on curriculum development and the SRE policy. He will use Islington's 'You, Me and PSHE' scheme of work to help guide the curriculum development during 2019-20.</p> <p>The Maths team have been trialling White Rose Maths Scheme and teachers have found it most helpful in providing sequences of teaching with a clear focus on vocabulary. The scheme has provided more opportunity for assessments which will be built in to medium term planning. KN has been successful in Temporary Whole School Subject Leader in Maths with a focus to curriculum development and the development of the calculation policy. FW has met with two SENTient Science leads and felt reassured by the curriculum in place at Lampard. She was able to provide TW with information on higher level Science accreditation which she is now investigating for 20120-21. FW focussed on developing learning ladders to support schemes of work which she has also provided training on. She has researched the change in curriculum and proposed a new 3 year rolling programme which will be a focus for 20120-21.</p> <p>FW has also been successful in becoming the Temporary Whole School Subject Leader in English with a focus on curriculum development and developing vocabulary and reading across the school.</p>
		TW	<p>iii) To train a leader in careers who will be able to embed a programme of careers education and guidance across the school (statutory by 2020) (1d)</p>	<ul style="list-style-type: none"> <li>Staff have a clear understanding of careers education and its importance. A successful project week dedicated to careers Spring Term 19.</li> <li>Gatsby benchmark increases in all areas less than 100%.</li> <li>Careers education is explicitly embedded within the KS2 +KS3 PLS curriculum.</li> <li>Aspirations for careers captured in Annual Reviews meetings.</li> </ul>	<p>TW is now a qualified Level 6 Careers Leader in Education demonstrating out commitment to providing our students with the best possible opportunities to develop employability skills and to broaden their understanding of employment whilst raising confidence in themselves. She has whole heartedly committed herself to the process and in gaining the accreditation. TW has developed the careers programme and written the careers policy. She has used the Careers Leader training as an opportunity to network and has gained invaluable advice for the school through her contacts. This will undoubtedly lead to a cost saving to the school moving forward but more importantly provide our students with the highest quality and meaningful careers programme available to them. Moving forward TW will work on becoming a qualified careers advisor. Tamsin is leading the way with her careers work and is hoping to set up a SENTient Careers network.</p>

	Three year strategic priorities.	Strategic lead	Objectives 2018-19	How will we judge success	Impact
2.	<p>Evidence of consistent quality first teaching that challenges all students, particularly the youngest students and the most able.</p> <p><i>Ofsted 2017</i>  <i>Our pursuit to develop, through high quality provision, successful communicators who are empowered to make safe choices and fully contribute to their community.</i></p> <p><i>The importance of our work in helping students to recognise their strengths and to celebrate them along with their holistic achievements, no matter how big or small. Our goal is for all of our students to experience success, feel valued for who they are and know what unique skills and talents they possess.</i></p>	SJB (vacancy role)	<p>i) Smart targets are set each lesson in Maths/NMU and English/CLL which stretch and challenge. Smart targets and reviewed with the students (2a)</p> <p>ii) To increase the consistency of effective deployment of TAs to raise the learning and attainment of students whilst promoting their independence and communication. (2b)</p>	<ul style="list-style-type: none"> <li>Evidence of the use of iPads where appropriate to facilitate providing timely and effective feedback against SMART learning targets students have been given through the appraisal process.</li> <li>Evidence of students reviewing their SMART target through book scrutiny or lesson observations.</li> <li>External validation from SIP visit.</li> <li>Data analysis.</li> <li>Student feedback at Annual Reviews.</li> <li>Governor portfolio visit reports.</li> </ul> <ul style="list-style-type: none"> <li>S/TAs audited against TA standards and/or whole school SEND TA deployment (Nasan) and re-audited at the end of the year. Progress shown in confidence in achieving the professional standards.</li> <li>Number of appraisal targets achieved.</li> <li>Evidence of TAs deployed effectively in lesson observations.</li> </ul>	<p>This was a whole school teacher appraisal target. As evidenced through appraisal reviews, teachers are more confident in consistently setting Smart targets in English and Maths. Teachers have also become more confident in the setting of Personal Learning Goal targets which are SMART by nature. These termly targets are rag-rated, giving a clear indication of whether they have exceeded, achieved or not met. Parent feedback of the Personal Learning Goal process has been very positive. An area of development identified through the parent view audit is in the setting, sharing and reviewing targets with students. There are pockets of good practice across the school which aims to be developed further in 2019-20. Teachers have had training on setting SMART targets (SG) and in understanding the difference between SMART targets and next step target setting linked to lesson objectives. The marking and feedback policy is being updated in line with the training received and with reference to the MITA (Maximising the Impact of Teaching Assistants) model. Next year, Evidence for Learning should better enable the setting and evidencing of achievement of targets set through the Personal Learning Goal Plans.</p> <p>The Achievement For All Programme provided a suite of resources to enable SM and SJB to audit and to embed key documents in to the school's practice. A staff audit highlighted some excellent practice but also highlighted an area of development which was supporting students' independence in their learning. A TA working Party was established and two documents have been created and will be used in the staff manual 2019 and in staff induction: 'What it means to be a Teaching Assistant at Lampard' and 'Supporting Quality First Teaching. SM's training of staff on the MITA ( Maximising the Impact of Teaching Assistants) model through her TLR3 action research project has ensured all staff understand and help students to 'self-scaffold' through using visual support, key information and ensuring resources are available. 100% of teachers achieved the appraisal target based on effective use of TAs and have indicated through their appraisal a clear understanding of deploying their TAs more effectively. Moving forward, as a lead practitioner, SM will be working with teachers to embed the full MITA model in classrooms, which JH has also linked to the draft feedback policy. SM will train teachers and TAs on the MITA model and will be put forward for level 3 training to enable her to deliver level 2 Teaching Assistant training paid for through the Teaching Alliance. 98 % of Parents shared they felt their child was supported to be independent compared to 86% in 2018-19. We believe this is as a result of the focus of supporting independence through personal learning goal plans and in the classroom.</p>
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3.	<p>To build a strong, specialised and skilled staff team who support students in developing <b>resilience</b> to challenge, promote <b>independence</b> and enhance <b>communication skills</b>. They will be able to adapt the curriculum and teaching to enable students to make aspirational progress in Maths, writing and phonics in particular and against their outcomes as defined in their EHCP. To increase local school community interaction, training and support to raise understanding of complex needs.</p> <p><i>We are fully committed to all being active learners of SEND. We will listen to our students, their families, the wider multi-agency and professional community and the local authority in order to be a highly effective and successful provision for our learners.</i></p>	SG	<p><b>i) To embed the '10 a day' / 'Normal magic' approach and 'thought books' in classes and across school to support students positive emotional wellbeing, self-regulation and mental health. (3a)</b></p>	<ul style="list-style-type: none"> <li>• Staff have the tools to actively support students in regulating their own emotions to help them access their learning more effectively. Evidence in lesson observations and reduction in behaviour incidents.</li> <li>• A reduction of behaviour incidents as students are able to regulate their emotions more effectively.</li> <li>• A reduction in staff absence.</li> <li>• An active wellbeing staff group.</li> </ul>	<p><b>Staff were trained on the normal magic '10 a day' approach at the start of the year and this has been embedded in to daily practice as evidenced through classroom displays and in daily practice in several classes. There is a greater awareness and consistent language supporting positive mental health and moving forward we would want a teacher to champion the approach and to evidence impact through baselining and re-assessment at the end of the year. CCB will continue to promote positive mental health work and resources available, as led by Early Help 4 Mental Health (EH4MH), to be kept high on the agenda for staff and students through regular updates and training sessions. There is an active staff wellbeing group who are focused on whole staff wellbeing which has been hugely appreciated across the staff team. We have seen a reduction in staff absence.</b></p> <p><b>Thought Books have been trialled in specific classes and then given to all students across the school. SG provided training on visual support and social narratives which can be recorded in the book and available to look at a later date. Lower school students have particularly enjoyed using their regularly. Moving forward, Thought Books will provide another tool for supporting self-regulation. SG will share good practice with all staff. Whilst behaviour incidents are on a par with last year, there is a significant reduction in series incidents and Team Teach incidents and the school no longer has the need for that particular quiet space as students are becoming more able to regulate their more difficult emotions.</b></p> <p><b>Blank level training delivered for whole staff. Blank level resources filed in SEND folder accessible for all staff. Blank Language Level assessments "TALC" purchased for each phase to support with assessing pupils during assessment phase of APDR (Assess, Plan, Do and Review). Staff now understand Blank Language Levels and can use this to inform on the use of questions within the classroom and the link between class practice and intervention work. All staff have access to key text and assessment related to Blank Language Levels. Tutors have an awareness of the abstract language that pupils understand. Personal Programmes have been developed to support students in making progress through use of strategies in the Language Builder Books. Whole class teaching use of questioning can now be adapted based on knowledge of students' Blank Language Level.</b></p> <p><b>Two members of staff have attended the Devon Enhanced Language Programme training. Resources from the DELP training has been uploaded to SEND folder. FW gave an overview of the training to all staff. An audit of staff skills regarding SLCN has been carried out using the The Communication Trust's SLCF (Speech, Language and Communication Framework). A Review has been carried out of the Independent Speech Therapist use to ensure equity of access for students and impact of work. The Vocabulary group have had an initial meeting to link up the work between interventions and class based practice. Communication Champions established. From the audit, we have an awareness of staff strengths/confidence and areas for development regarding SLCN. This can be used as a baseline on which to measure the impact of further training and support. The Speech Therapist has delivered class based work alongside tutor on Language for Thinking (Blank Language Levels) and Vocabulary. Impact report show that there has been evidence of good progress for students during these sessions.</b></p> <p><b>Moving forward we will focus on gaining an overview of all students and their current understanding related to the Blank Language Levels and ensure that all staff have access to key texts which inform our universal provision for SLCN. To develop consistency of approach in the language and visuals used to support narrative language and vocabulary development. To create a clear overview of the use of the speech and language therapist to ensure equity of access and clear routes to support.</b></p>
	<b>Three year strategic priorities.</b>	<b>Strategic lead</b>	<b>Objectives 2018-19</b>	<b>How will we judge success</b>	<b>Impact</b>

4.	<p>To develop highly effective, collaborative family engagement opportunities to ensure personalised outcomes for students are achieved.</p> <p><i>A collaborative approach to providing our students with the tools and understanding they need to manage challenge, the belief they are capable and in ensuring they know who can help them. We will work collaboratively with multi-agency colleagues to enrich the experiences of students and their families.</i></p>	CCB	<p><b>i)To provide enhanced opportunities to communicate progress towards outcomes to parent/carers through the use of Evidence for Learning (4a)</b></p>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Feedback captured from Annual Reviews.</li> <li>• A reduction in student absence.</li> </ul>	<p><b>Parent feedback on the Personal Learning Goal Plan cycle which incorporates the ‘Assess, Plan, Do, Review’ cycle has been overwhelmingly positive. Teachers’ setting and reviewing of SMART targets have been strengthened over the year and parents are contributing to the development of appropriate SMART targets. Teachers were trained on holding quality meetings with parents using a clear framework and provided with questions to support the meetings. Evidence for Learning has been trialled by teachers during the summer term and the focus will be on transferring all learning goal plans onto Evidence for Learning during 2019-2020. Assessment books will be set up for each child to track progress towards EHCP outcomes. Progress will be shared with parents at termly review meetings and at Annual Reviews. Once this is in place, the focus will be on setting up the parent area on to Evidence for Learning so parents and carers can access evidence of progress and upload evidence from the home.</b></p>
			<p><b>ii)To formalise a calendar of events linked to attendance by professionals for particular events and subjects advertised through the website and in newsletters (4g)</b></p>	<ul style="list-style-type: none"> <li>• A reduction in the number of student absence.</li> <li>• An active parent/carer focus groups.</li> <li>• An active and increasingly well attended FoL events.</li> </ul>	<p><b>CCB developed a programme of family engagement events which was set into the calendar and 100% of all respondents in the parent survey said they had attended a school event. Parent engagement for the more informal and more social events has been incredibly strong e.g. Christmas Fayre and Bingo but the more structured training events less successful. The EH4MH training was attended by 3 out of the original 15 that was booked and feedback was extremely positive. CCB is hoping to focus support for parents through Friends of Lampard social events e.g. coffee mornings. She also wishes to obtain feedback on who they would like to join them for more informal and shorter Q and A sessions.</b></p>
	<b>Three year strategic priorities.</b>	<b>Strategic lead</b>	<b>Objectives 2018-19</b>	<b>How will we judge success</b>	<b>Impact</b>

5.	<p><b>Strategic Priority 5:</b> Effective school governance and leadership with built in strategic succession planning to ensure careful scrutiny of all school resources to allow it to continue to be highly effective combined with a robust approach to reducing the deficit.</p> <p><i>Our pursuit to develop, through high quality provision, successful communicators who are empowered to make safe choices and fully contribute to their community.</i></p>	SJB	<p>i)Effective strategic management to aim to reduce the projected deficit budget by 20% each year and to ensure the school can operate effectively (4a)</p>	<ul style="list-style-type: none"> <li>• An effective risk assessment in place.</li> <li>• Increase in skills and knowledge in staff audit.</li> <li>• A developed appraisal process for teachers and middle leaders.</li> <li>• Positive feedback from the Finance Team</li> </ul>	<p>The school's deficit has been reduced by 68% and with the risk assessment reviewed and amended, we will see a safe increase in student numbers to 132.</p> <p>Moving forward, the school will continue to ensure an efficient financial approach to the staffing structure, curriculum, staff CPD and the environment. A three year strategic estates Plan will be written to ensure all planned developments are in keeping with strategic priorities and ensures the site is safe and helps to support a determination to provide the highest quality of education.</p>
			<p>ii)To minimise the gap for vulnerable students, focusing on behaviour and attainment (Achievement For All)</p>	<ul style="list-style-type: none"> <li>• Achievement For All – action plan</li> <li>• An improvement in behaviour data</li> <li>• An improvement in attendance data.</li> </ul>	<p>SG has ensured staff were trained in using a framework to approach parent meetings and those meetings were twice as long as normal Personal Learning Goal meetings to support co-construction of student targets. Our Achievement for All coach is being kept updated on progress of the cohort identified and supporting the school in identifying supportive practices such as the development of student progress meetings. The 'Attribution Agreement Analysis will be shared with all class teams to complete and a new cohort identified for 2019-20.</p>
			<p>iii) An appointment of an Assistant Headteacher for Teaching and Learning (5d)</p>	<ul style="list-style-type: none"> <li>• Assistant Headteacher is appointed or alternative strategy agreed by Governors to include further restructure.</li> <li>• Governors equipped to make informed, strategic decisions.</li> </ul>	<p>JH was successfully appointed to post and began working as the Assistant Headteacher for Teaching and Learning from Easter 2019.</p>
	<p><b>Three year strategic priorities.</b></p>	<p><b>Strategic lead</b></p>	<p><b>Objectives 2018-19</b></p>	<p><b>How will we judge success</b></p>	<p><b>Impact</b></p>

6.	<p>To develop a more respectful and purposeful learning environment to reinforce the value of the school community.</p> <p><i>Our goal is for all of our students to experience success, feel valued for who they are and know what unique skills and talents they possess</i></p>	AR	<p><b>i) A whole school Total Communication environment to support independence in navigating across the school (6a).</b></p>	<ul style="list-style-type: none"> <li>• A decrease in use of fobs.</li> <li>• An increase in students' confidence in navigating around the school effectively with minimal support.</li> <li>• An increase in students' preparation for Post 16 for navigating independently and success in first term of transferring to a new setting.</li> </ul>	<p>A navigational map placed in the area leading off the reception supports students to navigate around the site which has been helpful as all internal fobs have now been turned off. We are seeing more students navigate the site more independently. The map was particularly supportive for new students on transition. A decision will be made on whether to allow Upper School Students fobs they can 'earn' to enable them to get through internal 'outer' doors so they can navigate the whole site independently. All classrooms and spaces have signage which will be fully updated with Communicate in Print symbols in September 2019.</p> <p>All staff have been sent guidance on the SPELL framework and on globally agreed symbols to use on displays to ensure consistency across the school and whole school sets of display headings have been created in readiness for September.</p>
			<p><b>ii) To enhance the physical outside learning spaces – to increase the junior playground spaces and to provide a further two specialist class spaces. Forest School to increase outdoor learning opportunities to enhance student wellbeing.(6c)</b></p>	<ul style="list-style-type: none"> <li>• A reduction in behaviour incidents at break and lunch time.</li> <li>• An increase in use of outside learning areas.</li> <li>• An increase in amount of usable junior playground space and usable equipment.</li> <li>• A Forest school classroom space and a specialist autism classroom available for September 2019.</li> </ul>	<p>Otters outside learning space has been fully completed and our youngest students have access to this area all year round. The installation of a play/activity fort was made possible through the Sports Premium and been enjoyed by students during unstructured time. The junior playground tarmac has been extended, providing more playground space in the event of damp or wetter weather. We have applied for a grant from the Wooden Spoon to add a variety of activity equipment to the junior playground and we are waiting to hear if our application has been successful. Our students led a successful project to create a sensory space in the junior playground which was supported by a number of sources through Facebook. This 'upcycling' project was featured in the local paper and students formally opened the space to parents in the last week of term. The zoning project has seen more equipment being put into the playgrounds and clearer activities for students to take part in, however, this has detracted from the clubs the school were previously able to offer at lunchtimes, so a careful balance of zoning and clubs will need to be considered moving forward in 2019-20. The Specialist classrooms have not been an area of focus this year due to budget constraints. A focus will be on installing a new staffroom/meeting room porta cabin providing valuable large and already equipped classroom space with a view to reducing our increasing classroom sizes.</p>