

Burnside School Development Plan 2022-23

Context

Burnside School is a secondary Pupil Referral Unit commissioned for up to 46 places for pupils whose mainstream provision has broken down. Pupils are referred to us via the monthly Waltham Forest Fair Access Panel process either on a short term placement of up to two terms before returning to mainstream, or, if they are in Year 11, to remain at Burnside to complete their GCSEs. Pupils are referred to us either because they are at risk of permanent exclusion and need some short term specialist support and intervention or because they have been permanently excluded. The school aims to support young people to understand and manage their behaviour and associated barriers to learning.

Due to the nature of an often disrupted school experience, pupils enter the provision with gaps in knowledge and understanding. Many pupils also have significant difficulties with their social, emotional and mental health.

Ofsted

The schools last inspection was in June 2022, where it was judged **Good in all areas**. Key issues raised from the last inspection were:

- SEND :
Leaders quickly identify the additional needs of pupils with SEND. However, this information is not always shared with staff in a way that is easily accessible to them. This means that, at times, support and adaptations are not fully tailored to pupils' specific needs. Leaders must make sure that staff have access to this information to enable them to adapt their teaching effectively.
- Reading
When pupils join the school, some pupils are not fluent in their reading. Leaders have invested in a new programme to assess and support pupils to improve their reading. However, staff have not completed their training for this programme. This means that, in some instances, the support pupils receive is inconsistent. Leaders should ensure that staff are trained as a priority so that the programme can be fully implemented.

Quality of Education

No	Objectives	Success Criteria	Key Actions	Staff	Key milestones	Timescale, Progress, CPD & Cost	RAG
1.	The curriculum offer meets the needs of students	<p>Students have the knowledge, skills, qualifications & cultural capital to progress to the next stage of their education, employment or training.</p> <p>The curriculum is appropriate & meets the needs of all students, is ambitious, well planned & sequenced</p> <p>Students strengths, needs and targets are identified and recorded. Effective assessment and review cycles lead to students embedding knowledge and making good progress.</p> <p>A range of qualifications are offered so that all students can be accredited.</p>	<p>QA the planning & sequencing of the curriculum in all subjects ensuring that teachers use an agreed curriculum map.</p> <p>Review the overall Curriculum Intent statement, as well as for each subject. Ensure staff update as needed.</p> <p>Audit curriculum offer with staff, students, parents & Governors</p> <p>Students to be given a curriculum outline for each subject that they study so that they are aware of the topics covered and the sequence of their learning.</p> <p>Key staff to explore certification</p>	LR	<p>Curriculum maps are Quality Assured to ensure knowledge, skills & cultural capital opportunities are in place, as well as ensuring that the offer is appropriate, well planned & sequenced to maximise learning & progress.</p> <p>Any new changes to the curriculum offer resulting from the audit to be planned and actioned for October half term</p> <p>All stakeholders consulted about the curriculum offer</p> <p>All students given a curriculum outline for each subject with a clear learning sequence</p> <p>Unit awards in place for KS3/4 /relevant groups</p>	<p>Curriculum maps updated by mid September 22 & quality assured by end September 22. Final maps complete Oct half term.</p> <p>Oct 22</p> <p>September 22</p> <p>Autumn 22 Cost: £20 registration fee per learner per year</p>	
2.	Ensure consistent high quality assessment and feedback to maximise learning & progress	<p>The common assessment framework is embedded</p> <p>Progress across all year groups is tracked, analysed & robustly documented and regularly shared with students, families and governors.</p>	<p>Deliver training on marking and feedback, with reference to best research based practice. Promote consistency & allow students to respond & improve work where appropriate. Dialogue between students & teachers is evident in books.</p>	LR/DC DC	<p>Peer Book Reviews demonstrate regular marking & feedback, in line with school policy, and opportunities for students to respond, demonstrating progress in their learning.</p>	<p>Plan assessment cycle September 22</p> <p>Progress tracker is updated half termly and used by all staff</p> <p>Autumn 1 onwards</p>	

		<p>Marking and feedback is consistent across all subjects, in line with school policy</p> <p>Students' strengths, needs and targets are updated & recorded on IEPs.</p> <p>A more effective baseline assessment is in place for 2022-23</p>	<p>Learning Outcome Sheets are used consistently across all subjects with student specific targets. Students are actively involved in target setting.</p> <p>Key Performance Indicators are used at KS3 and GCSE/FS criteria at KS4</p> <p>Progress across subjects as well as essential skills are shared with mentors when updating IEPs</p> <p>Baseline is used with all new students, and as many existing students as possible. Baseline is diagnostic and gives accurate FS/GCSE predicted grade</p>	<p>RW/JY/NO</p> <p>RB</p>	<p>Half termly cycle of book reviews, minuted meetings and 1:1 minuted meetings with staff if there is a lack of consistency</p> <p>6 weekly IEP updates record student progress</p> <p>Baselines support teachers to plan learning appropriate to the needs of the students as soon as they join the class. Progress is evident over time.</p>	<p>Half termly</p> <p>Ongoing</p> <p>Early intervention is put in place</p> <p>Cost of baseline software: £381.60 per year</p>	
3.	Ensure good academic and vocational outcomes from starting points for the 22-23 year 11 cohort	All/overwhelming majority of Year 11 cohort are in education, employment or training in 2022	Ensure all student progress is regularly tracked and analysed and supported with regular careers meetings and opportunities to discuss career pathways.	LR/DC/SW	Tracking data is in place and demonstrates students have secured post 16 provision.	Ongoing	
4.	Ensure that SEND students receive high quality education & make at least expected progress	<p>All students with SEND are able to access the curriculum and make good progress from their starting points.</p> <p>Provision maps are created for each pupil with SEND to support the achievement of EHCP outcomes, clearly identifying interventions &</p>	<p>Complete timely assessments for students who are presenting with SEND needs.</p> <p>Ensure SEND strategies are regularly shared with staff</p> <p>Ensure referrals to relevant agencies are made as required, in a timely manner.</p>	RB	<p>Curriculum audits, lesson observations, book looks, progress data all demonstrate that SEND students are successfully supported to learn and are making progress.</p> <p>IEP, induction and baseline data is clearly communicated to all staff so they can plan effectively</p>	<p>September 22 onwards</p> <p>CPD: Zones of Regulation ASD ADHD S&L Cost to be confirmed</p>	

		strategies, & integrate with IEPs, PEPs & target setting.	<p>Draw on resources at referring schools to support with ensuring the child receives the right level of support.</p> <p>Ensure appropriate intervention is put in place to support any student not making expected progress. Ensure interventions are linked to IEP.</p>	LR/RB	<p>Clear timetable & tracker of students, interventions and outcomes.</p> <p>Analysis presented to Senior Team to discuss half termly.</p> <p>Governors are updated re progress of SEND students in Governors' reports (LR)</p> <p>Interventions are taking place on a weekly basis with identified students & analysis demonstrates impact & recorded on IEP.</p>		
5.	Pupils who are disadvantaged or who have fallen behind with their learning are supported to catch up	<p>A clear programme of time framed, catch up sessions is in place for identified students and impact from entry to exit is clearly recorded.</p> <p>Impact data demonstrates progress from baseline</p>	<p>Ensure that NTP funding is fully utilised to support staffing of catch up interventions.</p> <p>A timetable is in place which ensures that students don't miss the same lessons each week.</p> <p>Year-end report submitted to DfE that demonstrates how NTP funds were spent</p>	LR/RB/SW	<p>Literacy & Numeracy sessions are in place for identified students on a 15 week programme from October 22</p> <p>Regular impact updates are recorded and shared with HT</p>	Autumn 1	Cost: Internal tutor : NTP funding & school based top up based on PP eligibility final cost tbc
6.	Develop a systematic whole school approach to the development of reading	<p>Students are reading regularly across the school and have access to books that both engage and stimulate.</p> <p>Students reading ages improve from baseline</p>	<p>Ensure that Accelerated Reader training is provided for 2 members of staff</p> <p>Ensure staff actively plan and promote reading opportunities in their lessons.</p>	LR	<p>Key staff are identified to lead on Accelerated Reader</p> <p>Reading in lessons is evident in learning walks and lesson observations and planning documentation.</p> <p>Further books are purchased for the school library & a weekly reading for pleasure time is scheduled .</p>	Autumn 2	<p>Cost: CPD in Accelerated Reader for English teacher £1538</p> <p>Cost: Purchase of more books - £700</p>

7.	Students develop independent learning skills	Students are able to work for greater lengths of time independently, demonstrating greater resilience	Provide students with more independent learning opportunities across all subjects Set homework for students Pilot teaching students how to be more resilient.	LR YO	Book checks demonstrate more students able to work independently, including at home. Essential Skills framework demonstrates progress in resilience		
8.	Teachers & Support Staff develop a broader range of strategies to support learning & behaviour for learning	Student learning and behaviour demonstrates good progress and engagement	Teachers plan well to utilise LSCs effectively in the classroom Staff are consulted and best practice/expectations are agreed & shared IEPs reflect up to date strategies to use with individual students and are shared regularly with staff	LR/RW RW/JY/NO	Regular time at start of half term to share SOW Strategies and expectations drawn up, shared & agreed IEPs are regularly updated each half term.	Half termly Internal training for LSAs Draw on local mainstream expertise to develop & maintain best T&L practice. Draw up agreed best practice	

Behaviour and Attitudes

No	Objectives	Success Criteria	Key Actions	Staff	Key milestones	Timescale, Progress, CPD & Cost	RAG
1.	Ensure a consistent, clear approach to behaviour for learning with the child's IEP at the centre of their transition	Behaviour & Attitudes continue to be at least 'good' according to Ofsted criteria All staff and students are clear about the Behaviour policy, systems, routines and expectations around behaviour	Review and improve previous behaviour systems and share with staff & students. Student friendly Behaviour Policy is shared with all students at the point of entry. Staff are clear about Behaviour policy. Students are reminded in tutor time & in assemblies around behaviour expectations & systems. Posters are visible around the school detailing	RW DC LR RW	Behaviour Policy is amended if needed & followed by all staff. An updated student friendly version of expectations, recognition & consequences is displayed prominently around the school and shared with students and parents. Admissions meeting handbook is shared with every new student & family	September 22 September 22 September 22 & ongoing	

		<p>Students are recognised for positive behaviour & learning, in a timely and consistent manner. Students feel safe as a result and have a positive attitude to learning.</p> <p>Student IEP targets are clear & meaningful & reviewed regularly and changed as needed. Targets and strategies are shared with staff regularly to ensure consistency. Professionals working with the child are consulted.</p> <p>Staff are highly skilled in de-escalating and managing challenging behaviour.</p> <p>Approaches to managing behaviour are trauma informed</p> <p>Zones of regulation are used to support supports to self regulate</p> <p>Suspensions are reduced and alternative strategies/consequences are sought & put in place.</p>	<p>recognition & consequences in a student friendly way.</p> <p>Student voice is sought when planning recognition trips & activities</p> <p>IEPs are drawn up that are accessible to all staff with strategies to manage behaviour for each student & updated regularly with new & emerging needs.</p> <p>Plan Positive Handling and de-escalation training for all staff is up to date</p> <p>Regular training for teaching & support staff</p> <p>Training in place for staff. Staff feel more confident in using zones of regulation.</p> <p>Half trmly data demonstrates a reduction in external suspensions</p>	<p>NO/JY/RW</p> <p>RW/JY/NO</p> <p>RW/LR/RB</p> <p>RW/LR</p> <p>RB/NO</p> <p>RW/LR</p>	<p>Minutes of at least half termly student voice meetings. Evidence that school is positively responding. Record of trips and tracking of points.</p> <p>IEP targets are agreed with students, shared with staff and reviewed every 3 & 6 weeks.</p> <p>Positive Handling training is completed for all staff every 2 years and for new staff on joining in September.</p> <p>Regular trauma informd & de-escalation behaviour refreshers are planned on the meetings schedule for staff</p> <p>Clear system to external susensions in place and de-escalation strategies are used effectively by all staff</p>	<p>Half termly trips Cost: Maximum £250 per trip £1000 until March 31st 2022</p> <p>September 22 onwards</p> <p>September 22</p> <p>Autumn 1 & ongoing Cost: CPD: Restorative Practice</p> <p>Autumn 1 & ongoing</p>	
2.	To ensure that good attendance & punctuality is expected and monitored	<p>Attendance increases from 2021-22 percentage. Establish a culture of arrival at school by 8.50am and have clear follow up</p>	<p>Expectations made clear to students and parents/carer Review overall attendance on weekly basis</p>	RW/WK/mentors	<p>Students/parents sign up to expectations on parent/carer day.</p> <p>Clear systems in place.</p>	September 22	

	<p>rigorously, ensuring little to no disruption to learning.</p>	<p>procedures in place for students who are late.</p> <p>Clear system for monitoring and driving up good attendance and punctuality is in place.</p> <p>Establish close links with Out of School Settings Support Officer & BACME to support good attendance</p> <p>Celebrate good attendance and punctuality and make clear the link between good attendance & progress/outcomes</p> <p>Clear consequence for lateness</p>	<p>Admin officer responsible for daily early morning attendance and punctuality calls. Mentors to support with home visits/calls.</p> <p>Attendance tracked on a weekly basis by student and overall and analysed half termly & regular communication with LA for support with following up student concerns.</p> <p>In weekly assemblies and in prominent display.</p> <p>Students make up the learning time missed & work in a supervised separate space if they arrive after a lesson has started.</p>	<p>WK/mentors</p> <p>WK</p> <p>WK/LR</p> <p>RW/mentors</p>	<p>Attendance is tracked weekly and analysed half termly.</p> <p>Daily calls/texts to parents & networks in place. Clear, shared strategies & plans in place to address persistent absentees.</p> <p>Embedded system of conversations to improve punctuality for missed time occurs on the same day & improvement seen over time.</p>	<p>Cost: Teacher to Parents messaging service £710</p> <p>Cost: BACME service £7,445.56</p>	
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Personal Development

No	Objectives	Success Criteria	Key Actions	Staff	Key milestones	Timescale, Progress, CPD & Cost	RAG
1.	Ensure that regular opportunities for student voice to be heard and taken on board are created.	Students play a meaningful role in the way the school is run. Their voice is valued.	Set up a School Council so that students have the opportunity to express opinions, raise issues and demonstrate leadership skills.	RW/NO	Students are regularly consulted. School Council is created and facilitated. Clear student input into recognition/rewards.	September 22 & ongoing	

2.	High quality careers provision for all students	<p>Careers provision meets Gatsby Benchmark criteria so that all students are informed about the technical and academic pathways open to them.</p> <p>All students have bespoke career pathway meetings, in addition to timetabled lessons, where outcomes are recorded, in order to ensure no NEETs at end of Year 11</p> <p>School career lead meets regularly with LA link to ensure we are compliant in delivering high quality careers programme.</p>	<p>Audit the quality of careers provision against Gatsby benchmarks</p> <p>Build in & plan KS3 & KS4 drop down careers sessions throughout the year</p> <p>Ensure student destinations are tracked at regular intervals and that Yr 12 destinations are monitored & updated</p>	DC SW	<p>Gatsby Benchmarks are met - develop an action plan if needed</p> <p>Regular programme of careers trips & visits to open days and colleges in place</p>	<p>Audit completed October 22</p> <p>All Gatsby Benchmarks securely met by end of summer term 2023</p>	
3.	Utilise multi agency and mentoring interventions to enhance the wellbeing, resilience and positivity of students	<p>Students have clear strategies to support them to make healthy and positive choices</p>	<p>Liaise with Camhs, EP, Spark2Life, Aspire Higher & NELFT to co-ordinate a joined up programme to support students</p>	LR WK RB	<p>Initial meetings with all groups offering interventions across the school to enable a delivery map to be drawn up.</p> <p>Multi Agency Meetings to be held fortnightly to secure robust safeguarding & early interventions Autumn 2</p>	<p>Spring 1 23</p> <p>Cost: EP service £26,000</p>	
4.	Create opportunities for students to develop essential skills for life and employability across the school	<p>Identify how and where in the curriculum essential skills are delivered.</p> <p>Staff are more confident in delivering essential skills.</p> <p>Students are able to use strategies that they have been taught</p>	<p>Embed Skills Builder to measure progress and success of essential skills</p>	LR/ YO	<p>Attend Skills Builder training & Skills Builder. Staff to assess tutor groups termly.</p> <p>Data is collected and analysed, demonstrating progress for most students.</p>	<p>September 22 & ongoing</p> <p>Cost: training time</p>	
5.	Students to be offered a wider range of	<p>Outdoor & indoor activity to be offered daily.</p>	<p>New duty rota to be drawn up</p>	LR	<p>Positive engagement at lunchtime</p>	<p>October 22</p> <p>Cost: Board games £135.43</p>	

	activities at lunchtime				Less negative behaviour at lunchtime		
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Leadership and Management

No	Objectives	Success Criteria	Key Actions	Staff	Key milestones	Timescale, Progress, CPD & Cost	RAG
1.	Ensure safeguarding is effective & that students feel safe	<p>Safeguarding training regularly delivered to all staff & Senior Team receive DSL training</p> <p>Record of audit and new training dates identified</p> <p>Staff are able to provide a consistent, effective approach for each child</p> <p>School is compliant in meeting 2022 KCSIE guidance</p> <p>All safeguarding policies are up to date & staff are fully aware of policies & systems</p>	<p>Training delivered to all staff, including refresher training and 2022 KCSIE statutory guidance. All staff must take Safeguard Level 1.</p> <p>Audit DSL & Deputy DSL training records & ensure they are up to date</p> <p>Ensure that all information on students is shared fully with staff, with clear strategies & risk assessments on how to best manage behaviour</p> <p>Ensure dedicated time for students to discuss key features of 2022 guidance, such as sexism sexual harassment, child on child abuse & HSB Ensure CP, behaviour & recruitment policies are updated in line with new guidance.</p>	<p>WK DC</p> <p>LR WK</p> <p>LR WK DC</p> <p>LR WK DC</p> <p>LR/WK</p>	<p>Safeguarding training is built into CPD cycle & delivered to all staff twice every half term – both student focussed and CPD around safeguarding themes.</p> <p>Staff are able to provide a consistent, effective approach for each child</p> <p>School is compliant in meeting 2022 KCSIE guidance & relevant policies are updated</p>	<p>September 2022 CPD: DSL training for senior team Spring 1 Cost: £1,050</p> <p>Safeguard portal subscription Smoothwall: £895</p> <p>September 2022</p> <p>September 2022 and ongoing</p> <p>September 2022 and ongoing</p> <p>September 2022 & ongoing</p>	

2.	Ensure clear vision & values are communicated and reflected across the school & that new Senior Management Team is effective in driving school improvement	All staff and students are clear about the aspirations, values and purpose of Burnside	Regularly review all aspects of school culture to ensure consistency	LR & leadership team	All aspects of the school reflect cohesive vision, ethos & purpose	June 23	
3.	Ensure a strong Health and Safety ethos	<p>Ensure First Aiders have updated their training and all staff & students know who they are</p> <p>Risk assessments & safety plans have been carried out to identify significant risks on site. There are completed risk assessments for individual students, especially those presenting with high risks or persistent absentees.</p>	<p>Ensure First Aid training is provided for permanent staff.</p> <p>Risk assessments on IEPs are updated as needed.</p> <p>Separate risk assessments & Safety Plans are drawn up for persistent absentees and students presenting with high level of risk.</p>	<p>LR</p> <p>DC/JY/NO</p> <p>LR/ WK</p>	<p>Training is booked and delivered</p> <p>RA & Safety Plan is communicated to staff and updated in line with Government & LA advice as needed.</p>	<p>January 23</p> <p>Cost : £450 full day First Aid Training</p>	
4.	Ensure school operates within budget & funding streams are fully utilised & impact tracked Eg Pupil Premium Grant & Catch Up Funding	Budget is regularly monitored and tracked	Regular meetings with LR & EC	EC LR	Regular reports to Governors' indicate that school is operating within budget	Monthly meetings from September 22	
5.	Ensure Admissions procedures are clear and in line with LA policy	A clear and coherent admissions procedure for new students referred to Burnside is in place	Update the induction handbook for new and prospective students to include: Interventions and support offered by Burnside	DC	Admissions procedures and key information are updated`	September 22	
6.	Support the development of	Governors take an active role in supporting the school	Work closely with Governors, ensuring school accountability	LR	Governors are provided with regular, data rich reports indicting where impact is being	September 2022 & ongoing	

	strong Governance	and setting reasonable challenge.	measures are regularly met. Invite Governors into school on a regular basis.		made and action updates for areas of challenge		
7.	Clear system of Professional Development	Staff are encouraged to continuously develop themselves professionally. School will identify and provide core training needs	Staff responsible for mentoring others are supported to ensure a consistent approach across the school. Ensure all staff complete mandatory CPD units within the required time scale.	LR/DC/RW	Performance development objectives for each member of staff are in place and are reviewed throughout the year in line with the PM cycle	October & ongoing Mid year review in Spring term for teaching staff	
8.	Regular communication with parents/carers	Create regular opportunities to hear & take on board student, parent and staff voice Share half termly newsletter	Use parent & student surveys to identify areas of need & create strategies to address concerns raised.	LR DC	Surveys and feedback are responded to in a timely manner and actions agreed where possible.	Half termly	
9.	Embed meaningful system of Performance Management	Targets set for staff provide opportunities to improve performance are SMART. Staff meet performance objectives	Regular appraisals identify clear targets for staff to achieve.	LR DC	Performance Management Reviews & setting of new objectives with teaching staff	By Oct 31st	
10.	School website reflects current school information and is compliant with statutory guidance	Website reflects current school information and is compliant with statutory guidance	Website is checked and updated accordingly so that it provides all necessary key information about the school and is compliant with statutory guidance.	LR	Statutory aspects of the website and key information is updated first Additional information is added and updated on a regular basis	By 1 st October Ongoing	
11.	Have strategic oversight of all transitions suitable provision..	KS3 students, and some Year 10, make a timely and successful return to mainstream or a provision identified as more appropriate to meeting their needs.	Transitions Team identified & tracking system of entries/bespoke interventions/ reviews/ exits regularly logged and monitored	DC/ Transitions team	Monthly Team meeting built into calendar Bespoke interventions are in place and logged & analysed for impact	September 22 & every month Half termly monitoring of IEPs	

12.	Environment is welcoming and furniture is a good state of repair and conducive to learning	New classroom furniture is purchased and old furniture replaced. Furniture is used for new build too.	Order robust and attractive new furniture	LR/EC	New furniture in place in every classroom	Spring Term 2023 Cost: 40 chairs & 40 tables Chair unit cost=£28 Table unit cost=£95 Total cost: £1120 + £3800 =£4920 TBC	
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