

Buckswood School Strategic Development Plan 2017 – 2020 (3 years)

This will be reviewed constantly, but it is expected that the many changes to systems will need time to embed before additional changes can be implemented. As a result, additional strategic developments will be added after one year.

This strategic plan provides the School's leadership team with the opportunity to share our vision of the Independent school of choice in the local area. In aiming for excellence in all that we undertake, staff, parents and pupils can develop a culture where students' talents are identified and nurtured within a caring and supporting environment. In an age where schools are becoming increasingly homogenised, Buckswood will continue to provide:

- ❖ A friendly, family atmosphere
- ❖ The individualised care that can only be provided for in small class sizes
- ❖ Outstanding opportunities to succeed, both inside and outside the classroom
- ❖ First-rate teaching and improving facilities
- ❖ Excellent level of pastoral care in a school which is characterised by outstanding relationships between staff and pupils and between pupils.
- ❖ The promotion of internationalism in a strong British setting

Following many recommendations outlined in the latest Ofsted inspection, the staff at Buckswood School are committed to securing positive change that is ultimately concerned with securing the best possible outcomes for all the students in our care. We look forward to working closely with all stakeholders to ensure that the next few years in our students' education are exciting, fulfilling and rewarding.

Our SDP is a five academic year commitment from September 2017 until July 2022. We have set ourselves specific objectives for year 1 in particular, these will feed through to continual development over the 5 year period, along with the existing 3 and 5 year development targets identified overleaf. The plan is underpinned by our commitment to 'outstanding' and identifies the following priorities...

Priorities

- ❖ Securing progress and improvements on all areas rated inadequate or requires improvement by Ofsted, more detail can be found in the school's Action Plan.
- ❖ Strong safeguarding, recruitment practices, staff recruitment and retention
- ❖ Rigorous pastoral and safeguarding systems and processes – the pastoral and safeguarding processes work together to continue to support positive behaviours throughout the school ensuring students continue develop and be supported through their academic and social development
- ❖ Delivery of information pertaining to life in a British and Global community to ensure understanding of social interaction; both face to face and on the internet, and the needs of living in a fast paced and changing world

- ❖ Delivery of strong schemes of work – which effectively support individual student needs, independent learning and retention and transfer of knowledge and skills
- ❖ Strong pedagogy, subject knowledge and assessment – which supports teaching and learning and inspires a passion for deeper knowledge. Inspirational teaching that caters for all ability levels within the classroom.
- ❖ Developing the quality of feedback both in relation to student response and for staff through the performance development cycle.

The SDP is set out under five headings:

1. Knowledge
2. Leadership
3. Continuous Improvement
4. Achievements
5. The Buckswood Difference

1. Knowledge - By June 2018 (End of academic year)

- All teaching will be meeting expected standards and be judged good or outstanding
- All departments will have in place SOW from Year 7 to 13 which support the development of strong subject knowledge and powerful literacy
- The quality feedback to both students and staff will secure strong outcomes

Action proposed	Success Criteria	Review & Dates	Staff responsible	Evidence and Comment	Further review
<p>1a: Further develop schemes of work from ages 11 – 18 which:</p> <p>1b- enable deep and secure learning of new & existing curricula (see also assessment policy)</p> <p>1c- identifies key concepts which build progressively from year 7 - 13 in each subject</p> <p>1d- have clear assessment points that provide clear opportunities for practise and reflection.</p> <p>1e- Implement a procedure for teacher evaluation of exam and assessment data.</p>	<p>Refined schemes of work will be in place by the start of the academic year. Develop Unit planners, one class per teacher from Sept 2018.</p> <p>They will: - enable secure and effective planning; - include assessments which enable staff to assess in a timely and accurate manner and plan effective next steps, by evaluating student outcomes and progress.</p> <p>Through the evaluation of assessment performance, teachers are required to put in place strategies that are designed to help students make progress. Pupils will show increasing levels of progress.</p>	<p>In place Sept 2017</p> <p>In place</p> <p>Sept 2018</p> <p>In place</p> <p>Implemented Post Results and Assessment procedure during</p>	<p>Under continual monitoring from Head of Teaching and Learning. Overseen by Principals.</p> <p>SMT from Sept 2018</p> <p>T and L committees? HODS</p>	<p>Dept handbooks. Information. Evidence on file with Head of T&L</p>	

<p>1f- Assessment, both formative and summative, needs to be appropriate and marked in line with school expectations.</p> <p>1g -Assessment will be consistent across subjects</p> <p>1h -Assessment will be moderated within departments Meetings and work scrutiny, evaluation and make changes where necessary</p>	<p>HODS will show greater awareness and understanding of assessment data and will ensure staff within departments are moderating and using the data effectively.</p> <p>Cumulative assessments designed to build resilience amongst students</p>	<p>Autumn Term 2017. In place</p> <p>Ongoing review through observations</p> <p>Termly review with HoDs – ongoing Reviewed with HoDs. Discussion with Head of T&L</p>	<p>Head of T&L</p>		
<p>1i- Implement a suitable Target setting procedure during Autumn Term 2017. Evaluate the procedure and refine and make changes as necessary</p>	<p>Target setting must allow for meaningful reflection and pupil understanding of the assessment procedure and how to move between levels.</p>	<p>Implement a uniform target setting policy during Autumn Term 2017 – in place</p>	<p>Head of T and L SMT HODS</p>	<p>Evidence of form with Head of T&L. See pupil books</p>	
<p>1j- develop independent learning and a passion for deeper learning Give Challenges theme</p>	<p>Have systems in place to support those with gaps in their learning (personalised learning checklist) and those that are not making expected progress (compulsory prep).</p>	<p>Develop through 2017/2018 Review End of Easter 2018</p>	<p>Head of T and L and Committee</p>		

	Identify and congratulate those children who display excellent attitude to learning. Celebration assemblies. Number of winners will increase.	Evaluate and modify from 2019	HODS		
<p>1k- enable greater personal, social and health understanding through PSHE curriculum Analyse and refine curriculum if necessary</p> <p>1L 2018 Develop Student Council for academic as well as pastoral issues. Develop Boarding Council Investigate issues of questionnaire Begin Student Council wc 22/1/18</p>	<p>Student Voice feedback will provide evidence of understanding in relation to PSHE. Questionnaire of Dec 2017 indicated some areas where it would be useful to ascertain Boarders and all pupils views. Focus group of pupils interviewed following questionnaire in Dec 2017. Changes to be made as necessary following these meetings.</p> <p>Pupils feel they have a clear voice. Pupils active in designing their own future/school agenda. Staff more aware of the needs/desires of the pupils. Pupils develop strong debating and consideration skills.</p>	<p>Feb 2018 election of councillors and first meetings held In place</p> <p>In place</p>	<p>Co Principals and Head of T and L</p>	<p>PSHE plan with Head of T&L</p> <p>See minutes from Di Durrant</p>	
<p>1l-Introduce uniform approach to marking, that builds on the existing marking policy</p> <p>Regular work scrutiny will assess development of marking.</p>	<p>Marking needs to enable students to make effective progress. Marking will indicate areas of strength and comments on how to improve/add depth to study. Marking will be consistently of high quality across the subjects. Students are aware of the actions they need to take in order to make progress in their learning. This should be evidenced in books/folders, but also through pupil discussion and survey.</p>	<p>Implement more detailed marking policy. Sept 2018. Work scrutiny already in place. Ask in school council when meetings set up</p>	<p>Head of T and L Committee and Co principals with HODS</p> <p>Questionnaire Nov 2017 and focus group</p>	<p>Work scrutiny evidence with Head of Department and Head of T&L</p>	

<p>From Sept 2018 a uniform RAG approach to marking across the Key Stages.</p> <p>HODS to devise a marking regime that is workable. Greater use of marking ladders and success criteria Inset and implement</p> <p>Work scrutiny, per term. Findings followed up by HODS and report back to SMT Begin work scrutiny and assess marking. Make adjustments/improvements as necessary</p>	<p>Work scrutiny and learning walks will show improvement in marking and allow changes to be made if necessary.</p>	<p>2018</p> <p>In place</p> <p>Sept 2018</p> <p>In place</p>	<p>questioning by Co Principal following this.</p> <p>Ask through school council 2018</p> <p>Evidenced in dept meetings. Work sent to to Head of T&L</p>	<p>As above</p>	
<p>1m- Develop G and T provision to ensure pupils work at greater depth and for mastery. - Develop SEND provision to ensure that we are meeting the needs of all learners in the school. Improve software for these pupils as necessary. Checking for differentiation through L O and learning walks Meeting with and advising SENCO</p>	<p>SENCO must have dedicated time to support teachers in their provision for SEN. Time allocated from Jan 2018 and reviewed in June 2018. Employment of EAL specialist.</p> <p>Staff will be more confident in their handling of and expectations of SEND and ESOL learners as well as G and T. These pupils will feel well supported.</p>	<p>New Learning support coordinator employed March 2018</p> <p>Differentiation Sub Committee set up March 2018</p>	<p>SENCO, Shine, EAL coordinators + Head of T&L</p>	<p>Information with SENCO, Shines, EAL and Head of T&L</p>	<p>Review June 2018</p>

Ensuring all difficulties/talents are communicated to staff		Learning Walks Feb/March			
<p>- Introduce and implement IB style Unit Planners from Sept 2018. These are designed to specifically focus on the development of key attributes to ensure our students 'become responsible members of local, national and global communities' (IB Learner Profile). These planners will also require teachers to implement effective teaching strategies (ATL) to achieve this aim.</p> <p>A series of INSET workshops will be developed to communicate this concept and rationale to teachers.</p>	<p>Pupils show development of key attributes of National and Global communities.</p> <p>Staff increased confidence in what they are delivering and feel supported.</p> <p>Programme will have more focus than at present and will enable development of pupil's attitudes and learning more effectively.</p>	<p>From Sep 2018 Unit Planners should be in place for one teaching group per staff member.</p> <p>The success of the programme will need to be evaluated, but there is the expectation that unit planners will be embedded across all classes by the end of the SDP cycle (2022)</p>	<p>Head of T and L Co Principals HODS monitoring</p>		
<p>1n- Commit to raising standards in Maths and English particularly in KS3 where provision was highlighted as in need of improvement by Ofsted</p> <p>-Check of curriculum overview, Delivery, assessment consistency engagement of pupils, all levels of</p>	<p>Continual improvement in Maths and English attainment at GCSE.</p> <p>Consistency of delivery by all teachers.</p> <p>Appropriacy of material.</p> <p>All teaching monitored through observation and strategies in place to enable improvement.</p> <p>Teacher's upskilled and feel supported in quest to improve.</p>	<p>By end of Summer term 2018</p>	<p>V P i/c of KS3 with Head of T and L</p>		

<p>provision including SEND, ESOL and G and T</p> <ul style="list-style-type: none"> -Moderate each other in a series of joint lesson observations with Head of Teaching and Learning and HODS Inset, best practice, Management of teaching capability through appraisal and CPD Begin LO/Learning walks/appraisal Training of staff for Peer L O Liaison with GJ 					
<p>10- Ensure that CPD continues to develop pedagogy and strong subject knowledge:</p> <ul style="list-style-type: none"> - creating guidance and support on how to ensure Dept meetings are focused on the development of subject expertise and pedagogy <ul style="list-style-type: none"> – Guidance on the creation and implementation of suitable schemes of work and lesson planning – guidance on the development of accurate and effective assessments and appropriate evaluation of results - encouraging each department to attend appropriate training and disseminate information - developing appraisal system to ensure continual development 	<p>A rigorous CPD programme will be in place, led by Head of Teaching and Learning, Gilly Johnson.</p> <p>The programme will: - provide high quality feedback from lessons observations - support the development of teaching staff in their subject knowledge and confidence in supporting all students in developing deep learning, from Year 7 to 13</p> <ul style="list-style-type: none"> - encourage departmental meetings to regularly spend time discussing developments within their subject and teaching pedagogy - allocate time to support the effective development of the curriculum and support of pupils within subject areas. <p>Develop uniform agenda for Departmental meetings during Autumn Term 2017</p>	<p>By End of academic Year 2017/2018 will be in place</p> <p>Time to embed and become established practice is needed.</p> <p>Look into the feasibility of building In house CPD provision into the working week from Sept 2018.</p>	<p>Head of T and L /Committees and Co Principals. V P of KS3</p> <p>HODS</p>	<p>See Head of T&L for evidence of training and staff Insets</p>	

working with T and L Head to streamline assessment data		Review all Dec 2017 and 2018 CPD Genie purchased in Nov 2017			
1p Upskilling of Middle Managers for the above Inset at Easter	Middle Managers monitor departments and advise staff effectively to ensure improvement of outcomes for pupils.	2017/2018/2019 – in place	Head of T&L	See Inset schedule	
Appoint new Heads of Year	Create middle managers layer to provide more scrutiny for students academic and welfare needs.	From Sept 2018	Principals		
1q- Staff training and inset A huge amount of safeguarding and other training to be rolled out to staff. (see training plan) Maintain training as appropriate. Produce rigorous induction and training for new staff.	All staff will update skills and knowledge particularly of the whole school safeguarding responsibility.	2017/2018 In place – under review	Safeguarding and Head of T&L	Evidence of training available in the Hub and with Head of T&L	

2. Leadership

Every adult in the school will see ‘exemplary learning’ as key to what we do at Buckswood.

- Line management meetings will be driven by the actions identified within the school development plan and are rigorous in evaluating impact.
- Operational systems will support class room teachers to effectively plan, reflect and teach exemplary lessons and support students through the assessment process.

<p>2a Further support and develop middle leaders through effective line management and a programme of leadership development opportunities so that they continue to:</p> <ul style="list-style-type: none"> - have a clear vision for their curriculum area that is driven by SDP, values and ethos that is communicated in Departmental Handbooks - take proactive ownership of their areas to ensure consistency of policies and standards - feel empowered to have difficult conversations and give honest feedback <p>Interview all KS3 staff asap after starting</p> <ul style="list-style-type: none"> - develop feedback and appraisal procedures that ensure staff are clear about what their strengths and areas for development are; - create clear communication at all levels and a climate of trust and honesty - secure consistency and high standards in the quality of teaching and learning in their departments - ensure that CPD matches staff need at an individual level 	<p>Across the school: - Consistency will be clearly evident and tangible with no in-school variation in standards and expectations</p> <ul style="list-style-type: none"> - The quality of feedback given during the CPD process and following observations will be effective and support the development of staff and consistency in all areas - Line management meetings will be driven by the SDP - Operational systems will support classroom teachers to effectively plan, reflect and teach exemplary lessons - the quality of teaching will consistently be good or outstanding - Staff feedback will be positive - There will be no teaching of concern. Any weaker teachers will have support systems in place <p>HODS will manage their teachers effectively, giving them a voice and helping to promote CPD</p> <p>Work scrutiny, learning walks will show improvement in teaching and learning standards</p> <p>Public exam results will be improved. University placements will be enhanced</p> <p>Staff recruitment will improve when confidence in the Buckswood system is restored.</p> <p>Appraisal system will show clear lines of accountability as we secure to ensure the best possible outcomes for our students. Where performance is not to the desired levels, capability measures may be introduced</p>	<p>Departmental Handbooks and Appraisal system to be produced and implemented by half term of Autumn term 2017. In place</p> <p>All staff to be appraised by end of Summer term 2018</p> <p>From Sept 2017 Continual monitoring Head of Teaching and Learning & HoDs</p> <p>Performance Management and appraisal driven by learning walks, work scrutiny</p>	<p>SMT - HoDs</p>	<p>See organisational chart. Head of T&L has evidence appropriate to these actions.</p>	<p>Under continual review</p>
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<p>- give staff opportunities to turn their areas for development into strengths.</p> <p>2b-Leaders will enhance the overall effectiveness of the school through appraisal and Performance management:</p> <ul style="list-style-type: none"> -Enhance staff self esteem -Motivate staff -Promote effective professional relationships -Increase teacher confidence and empower to participate fully in P M -Enable professional dialogue between teachers and their line manager -Entitlement and duty to engage in PM 		<p>results and observations. (HODS and SMT)</p> <p>External consultant will guide SMT on improvements to appraisal process summer Term 2018 – Anita Bird (consultant) is booked</p> <p>End of 2018 Over time</p>			
<p>Through appraisal:</p> <ul style="list-style-type: none"> -All teachers will increase knowledge of the National Teaching Standards - All teachers will be able to have their career aspirations and plans recognised and accommodated for if appropriate - All teachers will be aware of the SDP and how their role is part of it. - Have meaningful and challenging targets to reach 	<p>Teaching will be judged more successful. Most will be good or outstanding. Those weaker teachers will have support programmes in place.</p> <p>Targets achieved, results improved.</p>	<p>Spring term 2018 – learning walks in place</p> <p>By end of 2019 /2020 appraisal system will be well embedded and teachers will welcome</p>	<p>SMT – lead by Head of T&L</p>	<p>Teacher observation database with Head of T&L</p>	<p>Continual</p>

- will feel a willingness to reflect, make changes if necessary and learn from others Achieve through formal observation and appraisal		the interventions			
SMT observations to be moderated in paired observations and learning walks. Paired observations with SMT	SMT can be confident in consistency and judgements.	Spring term 2018	SMT		
2B Restructure School Management and Governance structures to ensure greater accountability. Training for Governors to be given Appointment of Governors and setting up of Governance structure Allocation of Governance roles	Oversight of SMT and Proprietor greatly improved and any issues arising will be rectified by a team approach. Lines of reporting in respect to allegation against staff are clear	Spring Term 2018 begin Governor's training and Governance team to be finalised during academic year 2017 to 2018 Governance to become embedded by end of 2019/2020.	SMT/ Governors to arrange	See governance docs and organisational chart	
2c-Overhaul of all policies and procedures Redo statutory policies and replace on website Ensure implementation of the policies is robust and that all staff	Policies more efficient, less rambling. Less duplication and ambiguity. Clear allocation of duties and structures for leadership. Many school policies can become combined to increase effectiveness and remove clutter in lines of management.	November 2017 all stat policies redone Policy review in Inset Jan and in Staff	SMT	Online - Policies	See review dates

are aware of new policies and changes Make website changes as policies are altered	Policy system at present is complicated and can become far more efficient.	meetings 2017/8 Minor policies cleared and overhauled 2018 end of Summer term.			
2d-Overhaul of committees: SMT can work strategically and committees can be efficient in roles and report back to leadership and Governance concisely and with effectiveness.	Committees to provide oversight of key areas. Welfare, Behaviour, Boarding provision, Teaching and Learning etc Pupils monitored to ensure academic and welfare needs are supported. Oversight of key areas from SMT and Co-principals	Feb 2018 In place	SMT – particular oversight from Co-principals	See sub committee chart	
2e- Website changes		ongoing	J Blake		Ongoing
2f- Introduction of SIMS management programme	See below	Jan 2018	Co Principals		
2g- Introduction of CPD genie for recording of appraisals.	Ease the administration burden for Senior Leaders	Sept 2018	Head of T and L		
2h Safeguarding Promotion of equality and diversity at the heart of setting's work Safeguarding and welfare meets statutory requirements. Safe Recruitment/check/SCR -Employ consultants to check stat policies and SCR/Safeguarding procedures - Recruitment forms overhauled	All children very happy and feel safe and are fulfilling potential. All children are listened to. Safeguarding high priority for Governors and Staff and excellent relationship with LSCB training termly. Staff are vigilant and happy to consult with Managers if there is a problem. Staff are well versed in Safeguarding procedures	By January 2018 Ongoing monitoring and changes made as necessary. Feb 2018 inspection – SCR signed off	Leadership team and Proprietor. All staff responsible for safeguarding culture.	Evidence of training in the Hub	Ongoing.

<p>- Key Leaders to undertake DSL training and safer recruitment HR to undertake SCR training -Introduce new Governance to give effective oversight. Proprietor to undertake Governance training</p> <p>- Appoint & train 3 new ADSL's (teacher, housemaster, SMT)</p> <p>- Staff training given to all on key issues including prevent, FGM, (see training schedule)</p>		<p>Julie Reece in place as Safeguarding governor – Easter 2018</p> <p>Easter 2018</p> <p>Educare course</p>			
<p>DSLs / Outside Agencies Continue to update training and develop good relationships with outside agencies and LADO</p>	<p>Organising training and CPD for boarding staff Ensuring boarding and day provision work together.</p> <p>All staff have regular Safeguarding training and updates. (see training logs) Staff are confident when spotting issues and reporting on appropriately. New staff are given same training (access to online training)</p>	<p>Autumn Term 2017 onwards</p>	<p>DSL and SMT</p>	<p>See communication with LADO. Training logs</p>	
<p>Behaviour, bullying and cyber bullying, internet safety, rules and sanctions -Renewal of policies and implementation of same -review of bullying/behaviour logs, making better notes and cross</p>	<p>Pupils will be well versed in all issues related to bullying and cyber bullying as well as online safety. New committee in Easter 2018 to oversee bullying/behaviour identifies patterns and reviews consistency of sanctions and support</p> <p>Sanctions will be consistent across all disciplines.</p>	<p>Logs reviewed and tightened up by Dec 2017 External speakers</p>	<p>Boardng Staff and SMT DSL Committee reports back to SMT</p>	<p>See minutes from committee meetings & Logs in the Hub.</p>	<p>ongoing</p>

reference for consistency in rewards and sanctions External speakers for pupils	Both bullies and victims will be well supported.	2017(online safety) Further improve system during Jan to March 2018 Analyse and make necessary changes April 18			
Security of site and pupils (missing) - Staff aware of challenging anyone unknown on site. Tightening up of visitors/badges -Boarding house doors Install finger print recognition -Boarding Houses closed during school hours (member of staff to sweep)	Children safe and staff alert to safeguarding concerns. This will be closely monitored in 2018 and changes to system made if necessary.	Achieve by January 2018 – in place	All	See policies, evidence around campus	Continual monitoring
Risk assessments Review, update and make more effective use of R A Advise on safeguarding as necessary	Staff better able to see the need and write with competence	Spring Term 2018 – in place	SMT H and S lead	Evidence in the Hub	Continual monitoring
Organising training and CPD for boarding staff.	Boarders will feel better supported and will experience a seamless transition between day time and boarding time.	Spring Term 2018 All systems checked	V Principal and SMT Head of boarding	See Head of Boarding	

<p>Ensuring boarding and day provision work together.</p> <p>Ascertain liaison Check of processes to inform: Nurse Pastoral SEND ESOL</p>					
<p>First Aid Autumn term 2017 New policy to be adopted. Encourage children to be aware of facilities on offer</p>	<p>Questionnaire indicated some pupils are not taking full advantage of the service on offer. Focus group and school council to publicise and iron out any difficulties.</p>	<p>Autumn 2017</p>	<p>Nurse</p>		

<p>- Continue to invest in infrastructure -Improve common rooms</p>	<p>Safe place for students</p>	<p>In place. TJ's for Sixth Form in evenings</p>			
<p>3b Improve and purchase systems that hold student information so that they: - Further provide simple, timely and accurate data for all classroom teachers enabling them to use systems effectively with ease(in place) -- Continue to effectively support all groups to make strong progress – particularly those EAL students and more wide ranging SEN (ongoing) - Identify and address underachievement with pace (ongoing) - Continue to ensure that parents are fully engaged with and understand their child's progress and school reports. Training for parents as necessary (ongoing) - Continue to improve systems relating to Attendance and boarding</p>	<p>Addition of SIMS Staff training. Ease of collection of data so frees up time for staff. Ease of analysis of information.</p> <p>Parents feel well informed and understand data given to them. Pupil information on website to aid their understanding is clear and easy to assimilate.</p> <p>Parental training offered at school</p> <p>Staff fully conversant with SIMS Systems of assessment and student data will:</p> <ul style="list-style-type: none"> - be clearly understood by all with a tracking system in place which enables progress to be effectively monitored - work efficiently and consistently, providing accurate information when required. - support accurate predicted grades - support all students to make strong progress in all aspects of their school life - minimise any 'dip' at transition points <p>- Supports positive parental feedback and ensures that they are clear about the information communicated by the school on their child's progress</p>	<p>SIMs Independent purchased and ready to be implemented in April 2018.</p> <p>Immediate action from Sept 2017, it is important 3Sys is delivering the information we require.</p> <p>DEAL committee and Learning walks – March 2018 Attendance officer in place</p> <p>In place</p>	<p>SMT Head of T and L S, SENCO, Attendance Officer. All staff</p>		

<p>data as a priority (in place – ongoing)</p> <p>-Particular attention paid to behaviour and bullying logs. Committee to discuss attendance and behaviour formed. Weekly meeting will report to SMT (in place)</p> <p>- ensure boarding behaviours are logged and that there is a fuller picture of pupil conduct at school</p>	<p>- There is an agreed and shared language of aspiration between staff, parents and students</p> <p>- Stakeholders fully apprised of student conduct.</p>	<p>In place Sept 2018 – ongoing review. Behaviour sub committee and scrutiny of behaviour logs March 2018</p>			
<p>3c To create a wellbeing hub (safeguarding) that will be a centre of excellence that other institutions can use and follow as good practice, a place where ideas and resources can be shared</p> <p>Contribute to this</p>	<p>3c To create a wellbeing hub (safeguarding) that will be a centre of excellence that other institutions can use and follow as good practice, a place where ideas and resources can be shared</p>	<p>From Sept 2017. Moving towards being a training centre in 2018/2019</p>	<p>Safeguarding Team and SMT Governor for Safeguarding</p>		
<p>3d Become a member of ISA</p>	<p>Working in collaboration with ISA will ensure the school maintains the highest possible standards in all aspects of education as evidenced during inspection.</p>	<p>Xmas term 2017</p>	<p>Principals</p>		

<p>3e Admissions to continue to recruit sufficient pupils to enhance existing standards, retaining the traditions and ethos of Buckswood School at all times. Aim to boost retention of students from KS4. Development of staff to recruit and retain the finest staff by employing and developing colleagues with the necessary values, skills, and commitment.</p> <p>Use of e teach for recruitment</p>	<p>Following on from all the changes in 2017/18, staff will be more confident in their posts and pupils and parents well informed.</p> <p>The school will forge a creditable place within the local community and we will be able to recruit and retain high quality staff.</p> <p>The school continues its tradition of internationalism within a British setting.</p> <p>Numbers of student retained from KS4 increases.</p> <p>New procedures of recruitment and selection are adopted and evidenced to ensure that suitable staff are recruited for all roles in the school. (e teach)</p>	<p>Sep 17 to 20</p> <p>In place Dec 2017</p>	<p>Principals</p>		<p>ongoing</p>
<p>3f Accessibility 2017-2020 Buckswood must consider the needs of students in relation to physical adaptations, curriculum access and auxiliary aids and services.</p> <p>Buckswood must consider the requirements of current and future disabled students. Develop, implement and finance an Accessibility plan that reduces the barriers to the</p>	<p>All new buildings will be in line with accessibility and disability recommendations.</p> <p>Adaptations will be made to ensure access where possible.</p> <p>Parents with accessibility problems will be helped on an individual basis this includes through translation where necessary.</p>	<p>New plan written in November 2017</p> <p>Implement and improve over three years</p>	<p>HHS</p>	<p>See plan in the Hub</p>	

<p>curriculum and enables us to fully enable participation in the school community for students, and prospective students, with a disability. Check accessibility whilst observing and in day to day work.</p>					
<p>3g move towards a smoke free campus from Sept 2018</p>	<p>Discourage smoking through all means with pupils including talks from the Nurse.</p>	<p>Sep 2018</p>	<p>Principals</p>		

<p>4c Enhance PSHE curriculum to include more detail on CSE, FGM, trafficking, the internet and the Prevent agenda. Keep up to date with National demands.</p> <p>Working with Head of T&L Monitor that the lessons are taking place and are of sufficient depth and quality.</p>	<p>Visits of Outside speakers for advice and training. Pupils well versed in online safety. Consider the purchase of a SOW for PSHE to help the staff who find this area of teaching difficult. Buying in speakers. Appoint PSHE lead</p> <p>Providing material for a centralised data bank. At present Head of T and L gives staff a range of material each term.</p>	<p>In place</p> <p>Sept 2018</p>	<p>Head of Junior School Head of T and L</p> <p>Learning walks during PSHE time.</p>		
<p>4d Provide a greater range of careers guidance for students across the Key Stages</p> <ul style="list-style-type: none"> -Purchase UniFrog to support students when making decisions -Empower staff to guide students where necessary during PSHE slots on a Tuesday -Implement system to track pupil destination choice, post Buckswood -Implement a system that allows for Tracking of pupil destinations 	<p>Pupils will be in a position to select and make choices in a reasoned way.</p> <p>Career choices will be wide ranging and appropriate.</p> <p>Parents to come in to talk about careers for Yr 9</p>	<p>Jan 18 onwards Improve system over the next two years</p>	<p>SMT and Head of Junior School</p>		<p>Summer 2018</p>

Bring in career speakers to the younger age groups					
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5. Buckswood Difference

A strength of our school, we aim to...

- Further improve pupil conduct in all aspects of school life
- Develop boarding provision as the school
- Continue to grow the school's excellent curriculum opportunities
- Provide a greater wealth of work experience opportunities
- Start and grow Buckswood alumni network

Continue to develop exceptional care for our students; particularly those in the boarding community

<p>5a Refine the pastoral systems so that they continue to:</p> <ul style="list-style-type: none"> - Tutors and Housemasters have increased responsibility and are seen as important stakeholders in ensuring students are making the necessary progress in all areas of their lives - lead on the consistency around basic standards: linking to school's code of conduct and safeguarding - quickly identify and implement effective systems 	<p>Achieve consistency across departments and between Day and Boarding pupils.</p> <p>Boarding staff accept greater accountability for the care of their students.</p> <p>All staff recognise what we aim to achieve as the Buckswood difference and invest in the ethos.</p> <p>From Sept 2017 – continual monitoring throughout the SDP period – Culture embedded through strong managements and systems (SMT) and clearly evidenced</p>	<p>From Sept 17</p>	<p>Pastoral care Nurse SMT</p>		
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<p>of challenge and support for students</p> <ul style="list-style-type: none"> - drive the systems of recognition and reward in line with the ethos and values of the school 		<p>Further work required for Sept 2018</p>			
<p>5b SEND/G and T and ESOL provision</p> <p>Monitored and changes made as necessary. Children with these issues live and work seamlessly in a harmonious mixed cultural community.</p>	<p>A typical year at the school will be characterised by:</p> <ul style="list-style-type: none"> - students always have manners and show respect to both adults and peers alike - students consistently move around the school quietly, calm and with purpose - students consistently experience disruption free learning - students always arrive for lessons fully equipped, in line with expectations - students attend school regularly - feedback from the community and our stakeholders will consistently be positive about our students - Students have a voice in their community and are heard - programmes introduced to support and challenge most able - SEN provision is deemed good or outstanding 	<p>From Sept 2017</p>	<p>SENCO</p>		
<p>5c Improve opportunities for work experience by making greater use of past pupil and parental network.</p> <p>Hold a Careers morning in Summer term using people from community (parents) to talk about their careers</p>	<p>Growth of Alumni over time</p>	<p>From Sept 2017. Work undertaken by pr@buckswood.co.uk and toby@buckswood.co.uk</p>	<p>.</p>		<p>Review Summer 2018</p>

Boarding focus (Boarding action plan)

Action Proposed	Success criteria	Review & Date	Staff Responsible	Evidence and further actions	Further Review Date
Ensure the Management of Risk Assessment Policy is updated	The school takes an active approach to managing risk. A Risk Assessment Policy is produced, embedded and reviewed.	Completed 30/9/17	HHS		Annual Review by HHS. Next review date September 2018
Promote the use of the 'Buckswood Person' document to encourage weekly pupil feedback of boarding/welfare provision	There is a uniform document which is used as a stimulus to gain student feedback about boarding/welfare provision and addresses any concerns.	Completed 30/09/17	JO	Each house file contains the completed documents and feedback is communicated to SMT.	Annual Review. Next review date September 2018
Review and update the Missing Student Policy, to make sure it reflects current legislation and reflects wider safeguarding issues	Missing Student Policy reviewed by SMT and to be amended to reflect current legislation. Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy	Completed 1/12/17	JO	Missing Student Policy has been reviewed and updated by DD	Annual Review. Next review September 2018
Complete risk assessments of boarders sharing rooms	A central risk assessment document for all boarders to be created and reviewed regularly.	Completed 30/9/18	JO AND BC	Central risk assessment has been created and is under continuous review	Each Half of Term. Next review April 2018

				by HuB. Risk assessment has been distributed to all boarding staff who can utilise it to be aware of identified risks concerning boarders sharing dormitories	
Complete a Self Assessment of NMBS	A review of how Buckswood meets the NMBS with identified development points for each standard is completed and distributed to SMT and boarding staff	Completed 1/10/17	JO	Self Assessment has been completed and is reviewed by HuB.	Each Term. Next Review Date June 2018
Review and update the policy dealing with the arrangements for searching pupils and their possessions	The School has a searching and confiscation policy which reflects current legislation and is communicated to all members of the boarding community. Staff know their rights and responsibilities concerning searching and confiscation.	UNDER REVIEW	JO AND BC	Searching and Confiscation Policy	Policy under review following new DfE guidance in January 2018

<p>Assess Boarding Staffing levels</p>	<p>Staff are sufficient in number and are suitably trained to ensure that all boarders are supervised at all times and kept safe.</p>	<p>Under review</p>	<p>JO/KS</p>	<p>Supervision of boarders has been risk assessed. Staff are sufficient in number but there remains a high level of risk if an unforeseen event occurs including but not limited to: staff illness, student medical emergencies and extreme negative behaviours. It has been identified that additional boarding staff are required in order to develop best practise and to develop boarding provision within the School. Additional members of staff are actively being recruited.</p>	<p>Reviewed by DD March 2018. Next review June 2018</p>
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<p>All boarding staff to receive positive handling training</p>	<p>Boarding Staff are sufficiently trained to respond to incidents where the use of restraint may be deemed necessary. Reporting procedures are in operation that are reviewed by SMT. All boarding staff are aware of their rights and responsibilities concerning the use of restraint in school.</p>	<p>Completed 30.9.17</p>	<p>JO</p>	<p>Boarding Staff completed this training with Dynamis in September 2017. Records kept with the Safeguarding Officer. New boarding staff to be scheduled for training as soon as possible after their appointment to post.</p>	<p>Reviewed by JO January 2018. Next course scheduled for March 2018 fir new boarding staff</p>
<p>Ensure that background information is received from the sales office prior to any new boarder arrival</p>	<p>Potential issues and/or concerns with new students are flagged as early as possible so that IEPs can be put in place and/or a risk assessments carried out</p>	<p>Under review</p>	<p>JO/BC</p>		

Appendix: Unmet standards (in line with school Action Plan) – the school’s priority is to address the unmet standards documented below

Standard No	Objective	Action proposed	To be completed by	Responsible person	Costs and resources	Success criteria or outcome
ISSR						
Part 1 Paragraph 3, 3(d)	To ensure that provision for SEN or EAL students receive appropriately differentiated instruction in all lessons.	To provide all teachers details of CEFR levels of students and an explanation of what they mean in terms of ‘Can Do’ statements. To provide staff with appropriate differentiation strategies for EAL learners. To evidence the effectiveness of strategies in learning walks. Inset training for staff on this. Appointing of learning support coordinator to support SENCO and spend more time in classrooms and advise staff on strategies to deal better with EAL/SEN students.	20 Feb and ongoing	Deputy Principal Academics/Head of EAL	Salary of new staff member. Training resources.	All students make appropriate progress irrespective of learning needs. This is reflected in assessment scores following each assessment period. Evidence of differentiation and planning for all lessons. Increased awareness of and confidence in delivery of learning to EAL/SEN students.

Part 3, Paragraphs 7, 7(a), 7(b), 8, 8(a), 8(b)	To fully embed the staff code of conduct.	INSET training for staff.	Mar-18	Co-principal	Cost of trainer.	Staff are able to consistently apply code of conduct. Staff surveys return an increased number of correct answers over time.
	To remove inconsistencies from systems and improve monitoring of or learning from safeguarding incidents.	Moving onto new safeguarding software incident reporting tool - myconcern - as well as SIMS. Weekly meetings of welfare committee. Addition of notes to paper records where lessons have been learned and actioned by SMT. Training of staff on safeguarding reporting. Appointment of further additional DSLs. Weekly meetings of behaviour committee and half termly e safety committee meetings.	Mar-18	DSL, co-principals	Cost of software.	Incidents are not repeated and policies updated accordingly. Students are kept safe.
	To ensure that staff are clear on how to report any concerns about the conduct of the co-principals or proprietor should they arise.	INSET training from DSL to staff	March 9, 2018	DSL	No cost - in house inset.	All staff know the procedure.

Part 3, paragraph 9, 9(b), 10	To ensure that staff comply with the school's behaviour policy in applying appropriate sanctions for poor behaviour.	INSET training from principal to staff, ongoing monitoring of practice. Guide to sanctions distributed to staff for reference - taken from behaviour policy. Guides placed in classrooms on the wall.	February 23 for training, monitoring to be ongoing	Co-principal	No cost - in house inset.	Staff apply sanctions appropriately and consistently. Surveys of pupils show that they feel sanctions are being applied fairly and consistently.
	To improve management of pupils' behaviour and bullying by staff.	INSET training from DSL to staff. Improved record keeping and management and monitoring of logs. Formation of behaviour committee (formed February 6, 2018) and welfare committee (formed January 2018). Appointment of additional ADSLs.	Ongoing.	DSL	DSL course cost.	
Part 8, Paragraph 34 (1), 34 (1)(a), 34 (1)(b), 34 (1)(c)	To embed systems of appraisal	To consult with Anita Bird and other schools on systems of appraisal and thereby build a greater understanding of and improve effectiveness of appraisal.	April 26th		£800	

	To embed systems of governance with new governing body	Training for governing body through local authority and courses from AGBIS. Application to join AGBIS submitted in January. Had 2 training sessions with Fatiha Maitland on governance. Safeguarding governance training for safeguarding governor. Safeguarding governance audit completed. Governance skills audit to identify gaps in expertise. Training on work scrutiny and lesson observation. Welfare, health and safety committee to include a member of the governing body and proprietor.	Ongoing.	Chair of Governors	Cost of training.	Effective oversight of leadership reflected in minutes from governance meetings.
	To ensure that remaining unmet standards are met	See all other action points				
NMS						
11.1	To ensure that staff are clear on how to report any concerns about the conduct of the co-principals or proprietor should they arise.	INSET training from DSL to staff	09/03/2018	DSL	No cost	All staff know the procedure.

	To improve systematic review of incidents and allegations to improve safeguarding systems further.	Welfare committee meets weekly (School nurse, counsellor, SENCO, Deputy Principal T+L, Deputy Principal (KS3), ADSL, DSL, Head of boarding), Regular meetings of DSL and ADSLs. Recommendations put to SMT.	Ongoing meetings. Started February 2018.	DSL	No cost	Incidents are reviewed and systems improved.
	To evaluate safeguarding training of boarding staff and include on the staff appraisal process.	Deputy Principal (KS3) meeting with all boarding staff. Weekly boarding meetings attended by member of SMT. Staff appraisal process to be updated. All boarding staff asked to evaluate their training and ask for additional information if necessary. Interviews analysed to spot weaknesses in the system and rectified as a result(Boarding action plan)	Ongoing meetings. Started March 2018.	Head of boarding/deputy principal (KS3)	No cost	
	To fully embed safeguarding culture by ensuring that all safeguarding concerns are reported to the DSL.	Ongoing INSET training from DSL to staff. Termly inset from DSL to non academic staff.	Ongoing meetings.	DSL	No cost	

12.1	To improve records of and training in physical intervention.	Training with Dynamis restraint training for 12 staff members. To ensure all staff are confident to restrain if necessary and to ensure strong record keeping.	22-Mar	Deputy Principal Academics/Head of Boarding/DSL	£650	
13.1	To improve scrutiny, evaluation and monitoring of leadership, management and quality of boarding provision.	Meetings with all boarding staff on an individual basis with Deputy Principal (KS3) and SMT attending weekly boarding staff meetings. Consultant engaged to improve appraisal process. Results of meetings analysed and weaknesses detected rectified as in Boarding action Plan	Ongoing meetings. Started March 2018.	Head of boarding/deputy principal (KS3)	£800 consultancy fee	

13.3	To improve skills, awareness and understanding of safeguarding practice amongst school leadership and management.	<p>Head of boarding attending BSA courses. Appointment of Dep Principal highly experienced (20 years) in Safeguarding. Additional DSL re training for Deputy Principal (KS3). Additional DSLs initial training (2) to improve awareness within the middle management and boarding. Safeguarding governance training for safeguarding governor. Safeguarding taking very high prominence in all meetings and three times weekly staff briefings reinforces the needs and high priority. Governors hold L and M team to account on its safeguarding practice. Training given if areas are found to be deficient.</p>	March 15, 2018	Various	Cost of courses and training.	
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13.4	To ensure that annual self-assessment and evaluation accurately reflects the school's understanding of its position against the various standards.	Boarding self assessment following OFSTED inspection. Evaluation of appraisals at end of year. Evidence gathering exercise at end of year comparing records against standards.	March 2018 and ongoing			
13.5	To embed a culture of safeguarding across the school	Ongoing INSET training from DSL to staff. Termly inset from DSL to non academic staff. Safeguarding placed on agenda at all formal meetings of leaders and governors. Formulation of a SEF to take place next term and Governors will hold L and M to account regularly with challenge and support.	Ongoing. First inset training session on March 9 2018 to teaching staff. Updated governors meeting standard agenda			
13.9	To increase the amount of detail in the formal complaints log to support improvements in practice and outcomes for pupils.	Ensure that formal complaints have attached chronology and are reviewed at the end of each term to ensure that lessons are learned and improvements made. Governors to review and question thereby	February 2018 - information updated.			

		providing a checking mechanism for Leadership and Management.				
15.6	To ensure that the missing student policy is compliant with legislation and that staff follow it correctly should a student go missing.	Update relevant areas of policy and distribute to key staff so that they are aware. Review any incidents of missing children to check that lessons are learned and practice improved. Ensure all key staff know the difference between children missing education and children going missing.	February 2018 - policy updated.			