



Sir Charles Parsons School Development Plan 2024 - 2025

School context

Sir Charles Parsons is a secondary special school for young people with severe learning difficulties, profound and multiple learning difficulties and complex learning difficulties and disabilities, between the ages of 11 and 19.

At the request of the local authority the school increased its planned place numbers in September 2021 from 162 to 210. To accommodate the increase in numbers the local authority worked in partnership with the school to build additional classroom space ready for use in September 2022

The school currently has 208 students on roll.

All students have an Education, Health and Care Plan. Standards on entry to the school are significantly below age related expectations but are in line with what would be expected for young people with these types of needs.

The school population is drawn from across the city of Newcastle. 78% of students are eligible for free school meals and over 30% come from ethnic minority backgrounds. The majority of students travel to and from school by min-bus or taxi.

Attendance across the school is broadly in line with special schools nationally. Whole school attendance for the 2023 24 academic year was 84% with a persistent absence rate of 42%. Severe absence was 8.5%. The school is working in partnership with the local authority and schools across Newcastle to improve attendance. The school has also accessed support through the DfE system leader programme.

Historically the school has a very stable staff base with very low turnover of staff. The increase in student numbers three years ago led to a significant increase in staffing requirements. Staffing numbers: teachers FTE 28.2, support staff (various grades and roles across the school) FTE 57.74

The school was last inspected in 2024, when it continued to be outstanding. Inspectors stated that the school has an ambitious and highly inclusive curriculum. It adapts the curriculum with skill and precision for pupils on different learning pathways. The school prepares pupils well for the next stage of their education and for life in modern Britain.

Our aim: enable every student to enjoy, learn, and achieve.

We recognise that for our students to achieve their best, teaching and learning within SCP must be the best it can be. Our major resource is our staff and we recognise the impact that appropriately trained, highly skilled and competent staff can and do have on the outcomes for our students. Staff development is our key development priority this academic year. We recognise that school improvement is an ongoing process and our development plans build on the work achieved by the school community in previous years.

Objective: create a confident, skilled, and self-aware staff team who have the skills to support students across the school to fulfil their potential.

Theme 1

Developing staff understanding, knowledge and skills within the curriculum

Further develop staff understanding of the SCP curriculum model and how we prepare our students for the next steps in their learning. Review and develop our recording and assessing systems to ensure they are robust and provide an accurate picture of what students know, understand and can do. Ensure all staff can use these systems effectively to share student progress and inform planning for next steps. Ensure that this information is presented in ways which are accessible to all stakeholders and particularly for students and their families.

Theme 2

Developing staff knowledge, understanding and skills in the language of learning

Build on the work already done to develop a shared language to describe, discuss and share learning for all students. Ensure this language is understood and used consistently by all staff and used to inform conversations with students and their families as well as other stakeholders. Develop this shared language into all aspects of learning and school, including EHC plans. This shared language will support the development of the curriculum and provide a clarity within the recording and assessment system.

Theme 3

Developing staff knowledge, understanding and skills in leadership and personal development

Continue to develop leadership at all levels within the organisation, creating a workforce who are confident, resilient and responsible. Ensure staff have the support and training they need as individuals to be able to develop their own skills and expertise and opportunities to share this with others. Develop strong staff teams who understand the need for flexibility and cooperation and are able to hold themselves and others to account to maintain the high standards our students expect and deserve.

Impact: A strong, confident, highly skilled staff team will ensure that students on all pathways have access to the best possible learning opportunities. These opportunities will be delivered by staff who understand why they are delivering this learning, in this particular way at this particular time to this individual student. They will understand how this learning prepares the student for their next steps and for life after school.

Actions and Milestones:

This describes how we will achieve the objectives described above. This is a live document which will be updated half termly. Further actions and milestones will be added as work on the objective progresses and progress will be identified through RAG rating.

Theme 1: Developing staff understanding, knowledge and skills within the curriculum. Further develop staff understanding of the SCP curriculum model and how we prepare our students for the next steps in their learning. Review and develop our recording and assessing systems to ensure they are robust and provide an accurate picture of what students know, understand and can do. Ensure all staff can use these systems effectively to share student progress and inform planning for next steps. Ensure that this information is presented in ways which are accessible to all stakeholders and particularly for students and their families.	
Actions (including lead)	Milestones (including date, timescale and costs)
Ensure all staff know and understand the curriculum intent. Staff know and understand the curriculum is progressive and sequential building on experiences, awareness, knowledge, and skills to prepare the students for the next steps. (KP/JM).	Autumn term: curriculum intent revisited and share during first two training days. Objectives included in subject action plans (objectives set by KP); evaluate curriculum, create system for sharing curriculum journey with students, PFN to be made explicit to students. Autumn term b Twilight dedicated to curriculum journey planning/sequencing.
Ensure all staff know and understand 'how' the curriculum intent is implemented. Staff know and understand the curriculum design and how opportunities for students to prepare for the next steps increase over time for all. (KP/JM).	Transition event yrs 9-14 held Autumn term a. EHCP reviews ongoing addressing PFN, autumn IEPS written with PFN emphasis. Curriculum area renamed PFN. CPDL content focussed around PFN. Staff training day with LSA's visiting FE providers (21/02/25). Dedicated CPDL time given to deliver content specific to next steps. CPD- Day 5 session linked to a range of FE providers to further explore next steps for students preparing to leave school. Prep for next steps documentation shared with pastoral teams so that they are aware of Local Authority process for student leavers. Impact- staff will have a better understanding on how to support parents and carers on their next steps. (Shared at Upper School Parents Evening) Prep for Next steps documentation created in student friendly format to be used in next year's annual review so that students are aware of LA process for further Education/Social Care opportunities.

<p>Further develop assessment processes and practices in line with 'language of learning' developments to ensure progress for students on all pathways is accurately and recorded and all staff are able to identify and describe the progress (CA/JM) (Engagement profile/Routes for learning/One Note).</p>	<p>CPDL – Autumn term – review of purpose of assessment/types of assessment. Focus upon formative assessment. CPDL- Autumn term B focus upon 'language of learning. Language of learning checklist devised and shared with all staff. Learning observations spring term to use this checklist. Routes for learning CPDL delivered 3/3/25. RFL targets to be written into IEP target sheet.</p>
<p>Further develop the careers and preparation for adulthood curriculum. Revisit the curriculum offer from yr 9 with a focus on having all students 'future 'ready by year 11(preparation for college/6th form SCP). Develop and strengthen the transition process from yr 9 onwards. (KP/JM)</p>	<p>Transition event. Careers Interviews with LA advisers begun with red pathway students/ leavers within 6th form who have capacity to have an interview with a career's advisor. Students receive a careers action plan which will detail their options (next steps).</p> <p>Transition Event held at St James Park "My Future...my event" (February 12th) Red pathway students in attendance. Parents and carers informed about this via social media.</p> <p>Students applied for Project Choice. Out of 5 applications, 3 have been shortlisted to attend assessment day on 5th March.</p> <p>Project Choice placements- 2 students Autumn Term- attended Hospital placement successfully. Summer term another 2 placements to be undertaken by different students.</p> <p>Virtual meeting held with representatives from Newcastle LA in terms of partnership work- supported internships and potential collaborative work experience opportunities moving forward. Next steps- visit to SCP on 20/03/2025 to discuss possible next steps forward in terms of progressing the employability aspect of Pfa.</p> <p>Young Enterprise- possible development within the curriculum. (JT and JM) attended meeting with view to development within the curriculum.</p> <p>Specific transition work to begin In January 2025 with yellow pathway yr 11 accessing Newcastle College and Year 11 red pathway</p>

	<p>students accessing Westgate Community College. Part of student's curriculum during PNS lessons.</p> <p>Pre and post assessment measuring impact of this work will highlight impact of such work. (Student Voice). Impact to be measured Summer A.</p> <p>Prep for next steps documentation shared with pastoral teams so that they are aware of Local Authority process and can support parents and carers on their next steps. (Shared at Upper School Parents Evening).</p> <p>Prep for Next steps documentation created in student friendly format to be used in next year's annual review so that students are aware of LA process for further Education/Social Care opportunities.</p> <p>CPDI- LA representatives from both Education (Louise Melling and Kay Harrison) and Community and Social Inclusion (Vicki Whincup) shared information with staff about their roles in the Local Authority linked to Pfa strands. (Delivered 17/03/25)</p>
<p>Explore, develop and build links with post 16/post 19 providers. To liaise with external providers/local authority to identify and build links with potential placements for students. (JM)</p>	<p>Place planning meeting with LA post 16 caseworkers. Ongoing work with Newcastle college. Specific transition work to begin In January 2025 with yellow pathway yr 11 accessing Newcastle College and Year 11 red pathway students accessing Westgate Community College.</p> <p>PfA Coffee morning held at SCP on Friday 14th February. Local Authority in attendance alongside housing, FE college and Skills for People, SENDias. 23 parents in total attended.</p> <p>Ongoing liaison with SEN Caseworkers regarding placements post-16</p> <p>Ongoing liaison with adult social care regarding support post-16.</p> <p>Ongoing work with the local authority and local mainstream secondary schools to provide a learning bae for a cohort of year 12 students. Potential use of WRA and/or UTC.</p>

	<p>Create action plan which details long terms our vision for developing links with post 16/post 19 providers.</p> <p>Virtual meeting held with representatives from Newcastle LA in terms of partnership work- supported internships and potential collaborative work experience opportunities moving forward.</p> <p>Virtual meeting to be arranged with Andy Stewart in relation to independent supported living- date to be confirmed.</p>
<p>Theme 2: Developing staff knowledge, understanding and skills in the language of learning.</p> <p>Build on the work already done to develop a shared language to describe, discuss and share learning for all students. Ensure this language is understood and used consistently by all staff and used to inform conversations with students and their families as well as other stakeholders. Develop this shared language into all aspects of learning and school, including EHC plans. This shared language will support the development of the curriculum and provide a clarity within the recording and assessment system.</p>	.
<ul style="list-style-type: none"> - Develop a descriptors of need criteria to describe the level of need, ability and what is required to promote learning/progress within each pathway. These descriptors will inform the EHCP process. (KP/CA/JM) 	<p>EHCP quality review undertaken with local authority. Action plan created from Audit.</p> <p>Internal quality review audit carried out with KS4 and KS5 students at SCP with a specific focus on sections A and E. See EHCP project plan for further details.</p> <p>CPDL delivery whole school in Monday 10th Feb in relation to sections A and E.</p> <p>Pre and post evaluative results completed by summer A to demonstrate impact of work undertaken.</p>
<ul style="list-style-type: none"> - Further develop a common language of learning for each pathway to support the identification of learning outcomes for learners of different abilities and support staff to understand, recognise and record learning for different pathways. (KP) 	<p>Autumn term: review the work around 'shared' language completed 23/24. A 'common' language checklist to enable all staff to describe learning for all students created and shared with all staff.</p>

<ul style="list-style-type: none"> - Use of the language of learning to support the effective writing/recording of EHCPs/IEPS and student profiles for all students. (CA, JM) 	<p>Student profiles reviewed – purpose of content.</p>
<p>Theme 3: Developing staff knowledge, understanding and skills in leadership and personal development.</p> <p>Continue to develop leadership at all levels within the organisation, creating a workforce who are confident, resilient and responsible. Ensure staff have the support and training they need as individuals to be able to develop their own skills and expertise and opportunities to share this with others. Develop strong staff teams who understand the need for flexibility and cooperation and are able to hold themselves and others to account to maintain the high standards our students expect and deserve.</p>	
<ul style="list-style-type: none"> - Develop a culture of reflective practice across the staff team promoted through engagement with the relational and restorative practice model. (KP) 	<p>Year group teams meet fortnightly to develop and use relational practice.</p>
<ul style="list-style-type: none"> - Develop strong teams within school creating a culture of flexibility, support and cooperation (KP/DI) 	<p>Introduced Sept training days. Specific CPDL on relational practice. Autumn Term: Creation of year group teams. Time given for relational practice weekly via yr group meetings. Relational practice used to reflect on support staff PD day in October 24. Attended relational practice follow up day for cohort 1 and 2. Liaised with schools re progress of use of relational practice in other Newcastle schools.</p>
<ul style="list-style-type: none"> - Develop learning observation model and staff appraisal to incorporate reflective practice, 'language of learning' and relational practice. (DI) 	

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