



**INCORPORATING**



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# **Monitoring the Development and Innovation Plan**

**April 2016 – April 2017**

**EVERYONE WILL BE THE BEST THAT THEY CAN BE  
EVERYONE HAS A VOICE  
NO-ONE IS EXCLUDED**

**Monitored via SLT and Governor Monitoring Strategies**  
**Evaluated via termly Executive Head's Report to Governors**  
**Also see Subject and Service development Plans and Business Plan for 16-25 College**

**Key Priority: Access.** Learners become increasingly resilient because they are able to try new things and find solutions for themselves. Fully accessible, indoor and outdoor challenging and creative learning environments are further developed, to support “free-flow”, exploratory learning. This enhances communication and relationship building by providing contexts and opportunities.

*(Notes: “Allow Time”; art projects; cardboard box city; use of corridors and shared spaces; redevelopments; Bodley House; staff awareness of developing language alongside play).*

**A significant aspect of this key priority is linked to the development of the new 16-25 facility at Bodley House and upgraded facilities in the schools. There is a comprehensive business plan in place to describe and manage these developments, which will be monitored by the CBT governor committee and led by the CBT leadership team.**

School vision statement: “Everyone has a voice”			
What has to be done?	Who will check it and what will they look at?	What improvement will we see?	How and when will it be evaluated?
<b>A1</b> <b>Learners are more resilient to change</b>	SLT, via monitoring teaching standards	Learners become more resilient to change and motivated by trying new and exciting things, Visual timetables remain a useful tool to manage time and do not become restrictive to individuals because they do not allow for the reality of changes, new opportunities or special events.	Person centred review “What’s Not Working”/ “What’s Working” statements from children, young people and families, show greater evidence of resilience. Sept 17
<b>A2</b> <b>Learners are more resilient to noise</b>	SLT, via monitoring teaching standards	Learners have responsibility and influence over their learning environment and for ensuring that it is conducive to work. Learners are empowered to be positively assertive and to exert positive control while understanding that they are part of a community of people who have a range of need and expectations.	Person centred review “What’s Not Working”/ “What’s Working” statements from children, young people and families, show greater evidence of resilience. Sept 17
<b>A3</b> <b>All staff understand the significance and impact of sensory processing issues and the need for learners to develop organisational skills.</b>	SLT, via monitoring teaching standards	As a result of increased staff awareness and skill, learners are better able to self-regulate and are more likely to be “in a place to learn”. Achievement is therefore enhanced because learners are ready to learn.	Person centred review “What’s Not Working”/ “What’s Working” statements from children, young people and families, show greater evidence of resilience. Sept 17

<p><b>A4</b> Continue to strengthen the voice of families through involvement in school development and through increasing family knowledge of and engagement in, advocacy systems</p>	<p>T&amp;L agenda item – Autumn – on L2L group work and impact on school procedures.</p>	<p>Families work closely with the schools, building mutual trust and enhancing the capacity to develop highly effective co-constructed services. Learners are able to make better progress in their learning because services and systems to support them are coherent across home and school</p>	<p>T&amp;L Governor to feed back to governor evaluation day. Summer 2017.</p>
<p><b>A5</b> Strengthen the voice of learners in school decision making</p>	<p>Termly item in heads report from student councils. Link governor from T&amp;L attends student council meetings bi-termly</p>	<p>Learners across the school are aware of the work and significance of their elected representation group. The student council makes tangible decisions and has a direct link to the governing body.</p>	<p>Student Council report to Governors within EHT report, termly via advocacy leads.</p>
<p><b>A6</b> Keeping safe via improved communication skills. Children and young people can communicate effectively, can express their views clearly and positively and are better able to safeguard themselves.</p>	<p>On visits and via student council, evidence of ChYP having access to effective communication</p>	<p>Learners are better able to access learning because they experience consistent and functional communication that they are supported to understand through a range of means within a high quality total communication learning environment. Learners become increasingly confident and effective communicators and are able to self-advocate because they have the means to be heard. A total communication environment is evident, with visual clarity and appropriate use of verbal and visual language</p>	<p>E-team report to govs via EHT report, Autumn 16</p>
<p><b>A7</b> There is a high quality and effective business plan in place to support the capacity growth of the federation. There is a strategy in place to support the effective use of additional buildings to provide additional capacity</p>	<p>Governors will monitor developments via reports to CBT</p>	<p>See draft business plan</p>	<p>Full update report in Executive Head report to governors, Spring Term 2017 (appendix)</p>

<p><b>A8</b>  <b>Teachers are skilled to teach the most vulnerable students and there is clear evidence of equity in access to provision</b></p>	<p>T&amp;L agenda item- Spring 2017.  Focus on pupil data for sensory learners; equitable progress, impact of interventions.</p>	<p>There is truly equitable provision in place across the federation, so that all learner have access to excellent teaching.  All teachers feel confident and empowered to deliver high quality learning opportunities for the most complex learners, demonstrating the highly specialised nature of our provision.  Sensory learners make progress that is at least as good as their peers.</p>	<p>Appendix Report Spring 2017</p>
<p><b>A9</b>  <b>Keeping safe via decision making.</b>  <b>Children and young people are supported to make preferences, then choices, then decisions. A decision making assessment process and learning pathway supports the development of decision making skills. Good Choices Plans are used to address particular issues with poor decision making that is leading to negative outcomes.</b></p>	<p>Learning walk.  Evidence of learner decision making and provision of opportunities through planning, conversation, leading of own learning.</p>	<p>Children and young people have opportunities to make increasingly complex and significant decisions because they are supported through the process of understanding the responsibility and consequences of choice and decision making.  Children and young people are better able to lead their own learning because they know how to make positive and effective preferences, choices and decisions.</p>	<p>Learn to Live report to Govs Spring 17</p>
<p><b>A10</b>  <b>Improvements to the learning environments enhance access to learning.</b>  <b>A comprehensive business plan is in place to plan and manage the process of federation growth and development</b></p>	<p>Regular reports to CBT from Business plan leads.</p>	<p>Facilities are significantly enhanced and fully accessible. Facilities support highly effective learning.  Families and learners know they are valued because the facilities are of a high standard.  Transition between phases is enhanced because areas are designed to meet the needs of each phase</p>	<p>Appendices to EHT reports.</p>
<p><b>A11</b>  <b>The experience of mobility for wheelchair users is further improved the single standard of best practice procedures</b></p>	<p>Regular reports to CBT from Business plan leads.</p>	<p>Wheelchair users experience a consistently comfortable and predictable experience of mobility support. Learning is enhanced because they are physically comfortable and can access the building with ease.</p>	<p>Termly update from Premises lead in EHT appendix.  Scrutiny of what's working/not working at strategy day in Autumn 2016</p>

<b>across the federation, is fully embedded.</b>		Dignity and respect for the individual is of the highest priority to all members of the school communities, at all times. When supporting a wheelchair user, that individual has the undivided attention of the person supporting them.	
<b>A12 There is a communication strategy in place, to ensure all learners have an effective voice in all settings</b>	SALT lead report to T&L. Regular SALT updates to T&L. Spring 17.	All learners have equitable access to appropriate and relevant means of communication	EHT report from lead SALT (appendix)
<b>A13 Healthy lifestyles are promoted, to give learners the best foundation for life and learning</b>	Check all reports	An holistic approach to wellbeing will promote better capacity for learning, instilling good, life-long habits for a healthy lifestyle will help to prepare learners for adult life	Website scrutiny

**Key Priority: Curriculum.** Learners become better problem solvers through teaching that is responsive to the potential of creative learning environments to trigger rich, deep, personalised learning. Engagement, motivation and opportunities to explore and experiment are supported by a curriculum that is flexible, coherent and challenging. (Notes: Zones and themed spaces? Important question: How do we ensure learners with mobility impairments are able to explore in a self-directed way? The importance of knowing learners well enough to understand their reactions and what learning “looks like” for each individual).

School vision statement: “No-one is excluded”			
What has to be done?	Who will check it and what will they look at?	What improvement will we see?	How and when will it be evaluated?
<p><b>C1</b>  <b>Philosophies of the characteristics of effective learning are embedded throughout the schools, impacting positively on the learning of all because of the heightened emphasis on the process of learning.</b></p> <p><b><u>Motivation</u></b>  <b>Learners learn through intrinsic motivation and the development of good secure relationships</b></p> <p><b><u>Engagement</u></b>  <b>Pupil-led learning is assured through the provision of learning opportunities in a subject context, facilitating exploration and the</b></p>	<p>SLT - through observations. An increase in Engaged, motivated pupils throughout the school.</p>	<p>Learners are motivated, engaged and able to apply decision making skills to maximise their learning. Through a consistent focus upon engagement, exploration, motivation and encouragement of curiosity, a lifelong love of learning is the legacy of attending Learn to Live Federation Schools.</p> <p>At EYFS/ KS1 the firm foundations for readiness to learn are generated.</p> <p>Through KS2, there is a focus on supporting curiosity, courage and creativity through exploring and encountering new learning opportunities.</p> <p>At KS3, decision making skills, enhanced by the provision of secure and encouraging learning experiences, environment and support, allow learners to be empowered to lead their own learning. Throughout KS 4 and 5, the legacy of the love of learning is used to enhance functional skills so that young people are confident life- long learners, who are skilled decision makers.</p>	<p>Spring 17 Learning walk to update T&amp;L before FGB  EHT report</p>

<p>development of learning at the level of the individual.</p> <p><b>Critical Thinking</b> Learners take a more proactive role in their own learning. Instead of being presented with things they may need to go and get things for themselves, using their prior learning experiences to make decisions about how to approach a task/ solve a problem.</p>			
<p><b>C2</b> Learners are increasingly empowered to assess their own learning, through the development of decision making skills. Learners in KS3 and above become accustomed to thinking about “What am I learning about?” “What do I need to do?” “What help do I need?” “How well have I done?” “What do I need to do next?”</p>	<p>Learning walk. T&amp;L Governors ask learners about their learning: how well they are doing, what they have learned and what they need to do next. T&amp;L governors attend Empowerment team moderation meetings at each school/setting. Empowerment team monitor development of learner self-assessment processes.</p>	<p>Learners are empowered to fully utilise their decision making skills through self- assessment, so that their motivation to learn is enhanced by the capacity to be involved in their own target setting.</p>	<p>Spring 17 EHT report.</p>
<p><b>C3</b> Embed the Golden Rules for Sensory teaching and learning</p>	<p>SLT. Teaching Standards monitoring shows evidence of high quality planning</p>	<p>Learners with the most complex sensory needs have learning opportunities that are consistent, coherent, relevant, meaningful and accessible, thus maximising their potential for learning and minimising the potential for negative responses. All staff understand the principle of high quality</p>	<p>Evaluation via learning walk evidence triangulated with EHT report on teaching standards. Spring 17</p>

	and delivery of sensory learning	sensory teaching and learning and know to support learners effectively	
<b>C4</b> <b>Ensure all Key Stage 4 students across the federation, have the opportunity to access appropriate work experience and courses leading to recognised accreditation or qualification</b>	Governor learning walk to include discussions with KS4 students. SLT monitoring of provision and pupil data	Students are better prepared for the expectation that they will gain paid employment because they have recognised and useful accreditation and qualifications and relevant experience of being in work settings.	Heads Report to Governors Autumn 16
<b>C5</b> <b>There are themed enrichment weeks throughout the year to support breadth of learning in humanities and arts subjects, to inspire a love of learning and creativity and an appreciation of and respect for, the rich diversity within modern Britain.</b>	E-Team monitoring for equity of access to opportunities, use of Enrichment Team resource ideas, impact on motivation and engagement of learners	Learners are exposed to new and inspiring learning opportunities via themed weeks. Curriculum coverage is enhanced in ways that are meaningful and memorable. Opportunities for creativity and learner-led exploration are increased. As a result, learners are challenged to try new things, are exposed to new ideas and learning. Better use is made of the school facilities both indoors and outdoors, to enhance creative learning	Autumn 16 Report to governors. Governors scrutiny of website: evidence of enrichment weeks – feedback onto governors blog.
<b>C6</b> <b>All learners become better problem solvers through teaching that is responsive to the potential of creative learning environments to trigger rich, deep learning through engagement motivation and opportunities to explore and experiment</b>	Empowerment teams monitor teaching standards, reports and pupil data	There is evidence of learners at every level leading their own learning through inspired opportunities to explore and experiment and to extend independent assimilation.	Governors Learning Walk. Confirms evidence of independent learning. Termly Empowerment teams reports in EHT reports. SLT teaching standards report in EHT reports.
<b>C7</b> <b>All teachers across the federation are producing high quality learning opportunities for all, to maximise student potential.</b>	SLT teaching standards monitoring	Termly monitoring of teaching shows that learners are increasingly independent and motivated in their learning. Teachers are valued, inspired and inspiring because they have quality time to work together to plan creatively.	SLT report to governors via EHT. Verified by governors learning walk, (linked to C6)

<p><b>C8</b>  <b>Teacher planning is further developed, to support the continuous provision model</b></p>	<p>SLT teaching standards monitoring</p>	<p>Teaching is always at least good and highly effective because it is planned in order to ensure learning is expected and recognised. Teaching is always well planned because the model for planning is efficient and manageable, ensuring teachers are able to plan effectively while retaining a work life balance that enables them to have the energy to be inspiring.</p>	<p>SLT report to governors via EHT. Verified by governors learning walk, (linked to C6)</p>
<p><b>C9</b>  <b>There are robust systems in place, to assess the progress of learners, to ensure we know if learning is “good” or “outstanding”, compared to the learning of similar pupils attending other schools and settings</b></p>	<p>Empowerment teams: evidence of high quality moderated evidence.  T&amp;L SLT: robust tracking systems and reliable progress data</p>	<p>Teachers are confident that they are able to accurately gauge pupil progress because there is a robust system in place that is fully understood and workable across the federation.</p>	<p>Assessment and pupil progress monitoring report in EHT report to governors Spring Term 2017</p>
<p><b>C10</b>  <b>A bespoke electronic system is developed to further enhance Home:School Agreements</b></p>	<p>T&amp;L SLT and governors to monitor level of system: looking for ease of use, ability to collate information as required.</p>	<p>Learning is more precisely tracked and evidence easily collected and collated, with families actively involved in the process. As a result, school, families and learners have an even clearer understanding of their learning against the Home:School Agreement skill set. The system is motivating for learners as they are more involved in their own assessment and progress.</p>	<p>Demo of system to FGB Summer 2017. FGB agenda item for Summer 2017.</p>

**Key Priority: Leadership.** Deep and ambitious learning is assured because leaders at every level have a profound understanding of the significance of PROCESS, in generating learning. Teams are led effectively to ensure all opportunities for learning are fully exploited. Specialisms and aspects of learning are effectively led within teams by skilled and knowledgeable people, working towards clear expected outcomes. A tangible culture of leadership is embedded across the system driven by the ethical vision.

*(Notes: High Quality Support for Learning document to inform new Excellent Practitioner Development Packages for TAs. INSET day to develop this strand? World Café tool to generate discussion: What does this statement mean for you? Remember the importance of learner outcomes and the long-term impact of learning to set the context of learning and the “next steps”. Alistair Bryce-Clegg? Try to book for federation conference day?)*

School vision statement: “Everyone will be the best that they can be”			
What has to be done?	Who will check it and what will they look at?	What improvement will we see?	How and when will it be evaluated?
<b>L1</b> <b>There is consistently effective communication between governors, families and students</b>	SIP Evidence of progress against listed actions. SIP visits in May and November. Dates of events in school circulated to governors termly. Governor blog.	Governors are closely involved in the “fabric” of each school, offering their unique role to support learners and families to participate in monitoring activities. Governors add to the information available to them in order to rigorously hold senior leaders to account for quality of provision. Learners make better progress because the principles of advocacy and meaningful participation are threaded through every aspect of school life.	SIP report back to FGB End Autumn 16
<b>L2</b> <b>A developmental, cumulative 3 year TA training and development package is in place. Through collaboration with Marjon, participants have the option of working towards gaining a degree by the end of year 3. Years 1 and 2 compulsory for all TAs. Optional foundation</b>	Joint SLT, Programme development and quality of content	There is a strengthening culture of leadership across the federation, at all levels. All staff understand, recognise and expect, high quality leadership and management across the distributed leadership system. Learners benefit from a highly effective and positive environment where teams are empowered through good leadership and highly skilled staff with a deep understanding of best practice. Resources are well used through good management and through the skill of staff.	Panel of governors meet course participants to gauge effectiveness. Summer 2017.

<b>degree opportunity through Marjon. Year 3 optional research year (paid at HLTA rate for the year), leading to conversion to a full degree.</b>		There are no fluctuations in quality across the federation.	
<b>L3 Further develop and strengthen senior leadership frameworks for the longer term future of the federation, to include very clear succession planning</b>	T&L monitor anonymised appraisal targets to see leadership level at all levels.	The future strength and stability of the federation is assured. Ongoing improvement of the high quality federation is assured. Families are reassured and continue to have high levels of trust in the leadership of the federation.	Annual evaluation by governors (via SIP) linked to school effectiveness & EHT appraisal.
<b>L4 Further development and refining of the NQT programme, with a view to offering specialist NQT and ITT modules to the local SCITT</b>	SLT as part of monitoring teaching standards	Newly qualified teachers feel empowered to be specialist teachers in a highly specialised setting. They have access to an intense, motivating and highly effective development and training programme, delivered by a range of current practitioners. Learners are taught by young and enthusiastic teachers who have been well prepared and supported to be highly effective in meeting their exceptional needs.	Panel of governors meet NQTs/new teachers (and their mentors) towards end of their 1 <sup>st</sup> year to discuss effectiveness of progress. Summer 2017
<b>L5 A sense of unity, team building and respectfulness is engendered across the federation, through shared opportunities.</b>	Staff govs. Development of programme	While acknowledging the unique qualities of each school, there is also a growing understanding of the character of the federation. Better working relationships and a greater understanding of good teamwork and what makes an effective team, leads to better outcomes for learners.	Feedback to FGB on event at Summer 2017 meeting, to include govs own experience of attending. HR training report. Governor rep to attend
<b>L6 Small scale impact studies and reflective practice processes drive up standards through innovative working and a culture of continuous improvement</b>	Panel from T&L and CBT committee and SIP. Progress against target. Jan 17	Governor leadership is further enhanced through the increased capacity in monitoring via impact studies. Middle leadership is further enhanced by carrying out the impact studies Leadership decisions across both schools are enhanced because they are based on rich data drawn from action research. The schools know what is most effective in promoting learning through routine research and reflection.	SIP and panel. Evidence of target completion and impact. May 2017 (link SENTient Middle Leader Programme)

<p><b>L7</b>  <b>There are collaborative working links between the Learn to Live Federation and Marjon University, to enhance staff development and training and to facilitate external research projects.</b></p>	<p>Joint SLT : applications for grants/ and research topics to Marjon</p>	<p>Students attending Marjon are able to apply for a small research grant in order to select one of the Federation's identified research priorities as the subject for their 3<sup>rd</sup> year extended study. In this way, independent research is ongoing every year; an external high quality university has involvement in our initiatives, bringing new ideas and perspective. Our learners benefit from initiatives that are rigorously researched and further developed as a result.</p>	<p>EHT report Summer 2017.</p>
<p><b>L8</b>  <b>A new, high quality 16 – 25 college facility is in place, as an extension to Ellen Tinkham School, located nearby at Bodley House. There is a Community Interest Company in place to facilitate the commissioning of bespoke 19 – 25 provision, linked to the school's further education offer for 16-19. The focus is on Work, Independence, Health and Well-being, Self -Direction and Community inclusion.</b></p>	<p>CBT monitoring</p>	<p>Students with complex SEND have a wider choice of next steps because there is a person centred option available that will support their personal dreams and ambitions as well as meet their needs. This option will provide a local, work and independence-based personalised response that will impact on their ongoing access to taking their place in society as a valued, participating member.</p>	<p>CBT evaluation plan</p>
<p><b>L9</b>  <b>Upper Pay Range teachers provide consistent effective and supportive responses to new colleagues</b></p>	<p>T&amp;L governors, termly feedback on teaching standards</p>	<p>There is evidence that new colleagues are quickly effective and enhancing current teaching provision. Termly monitoring shows that there is consistency across each school, in quality of teaching. Where improvement is required, intervention strategies are quickly and effectively put in place, are supportive and lead to rapid improvement.</p>	<p>Evaluation report on effectiveness of teaching. EHT report Spring 2017.</p>

## **GOVERNOR MONITORING STRATEGY**

- **Learning walks for each of the three key priority areas. Chair and Vice Chair to liaise to arrange dates.**
- **Liaison with SIP to consider evidence for monitoring.**
- **Data scrutiny.**
- **Planned items in Executive Head reports.**
- **Monitoring to be a regular agenda item in meetings. Responsibilities shared between Executive Committee and full Governors meetings.**
- **Link governor reports.**
- **Federation Development and Innovation Plan Day. Use of previous 3 x heads reports and overview of governor monitoring to provides overall evaluation of April – April plan and to inform Self Evaluation update. Use of summer strategic data linked to forward planning in this document, (annual plan priorities come from pupil data, person centred review information and focus on development of best practice. Longer term strategic thinking to inform how to prioritise wider service/ provision development).**
- **Strategy day. Longer term strategic thinking and use of “trend” data to project future needs/ issues. Vision, leadership, culture and ethos focus.**
- **Governors will take opportunities to meet with families and to gather key information from families.**
- **Presence at parents evenings at the family café and connecting with families via person centred reviews, using “what’s working and what’s not working” to gauge impact of developments.**

## FINANCIAL PLANNING

Funding for key priorities is reflected within the following budget lines:

Key Priority	Cover/ salaries £	Training/ consultancy £	Resources £	Curriculum/ specific budgets £	Capital projects £	Admin/ office £	External via fundraising or earnings £	Totals £ BB £25,650 ET £25,650
Access	800	2,100	700	500	Business Plan			4,100
Curriculum	17,200	1,000	14,600	6,200	Business Plan	1,000		39,800
Leadership		4,200	200		Business Plan	3,000		7,400

## **FORWARD PLANNING IDEAS:**

- **Federation teams for development, incorporating the Bodley site**
- **Further development of the 3 distinct Rural Skills sites to provide 3 types of outdoor learning setting**
- **Toy Library. Possible work-related project for Bodley?**
- **“Self Image” – What am I good at? Why do I like it? What else could I try?**
- **SENtient developments**
- **Investors in People**
- **Marketing Learn to Live and further developments**
- **Developing catering business at BB and Bodley and supporting move at ET to bring catering back in-house**
- **Link with Okehampton College (Dartmoor Federation) to support identified SEND provision needs in West Devon area**
- **Teaching School application in the next round**
- **School growth. Consider responding to LA request for additional school in Tiverton/ Cranbook**
- **Continue to work on succession planning processes to ensure the ongoing leadership structure across the federation is secure and effective**
- **Theatre Group**

## **GLOSSARY**

**AHT = Assistant Headteacher**

**BB = Bidwell Brook School**

**Bodley = New 16-25 Ellen Tinkham college provision based at Bodley House, Exeter**

**CBT = Core Business Team (Finance, HR, Health and Safety, Premises, Commissioning). One of two Senior Leadership cross-federation teams**

**CCW = Community Care Worker**

**DHT = Deputy Headteacher**

**EHCP = Education Health and Care Plan**

**EHT = Executive Headteacher**

**ET/ ETS = Ellen Tinkham School**

**E-Teams = subject leadership teams (Empowerment: Core Subjects; Enrichment: Foundation subjects: humanities and arts; Enable: Access to learning via therapies, specialist services; Energise: physical learning, outdoor and adventurous learning, work experience, residential)**

**EYFS = Early Years Foundation Stage**

**FGB = Full Governing Body**

**HOS = Head of School**

**HR = Human Resources**

**HSA = Home: School Agreement**

**HT = Headteacher**

**ICS = Integrated Children's Services**

**IT = Information Technology**

**L2L – Learn to Live**

**LA = Local Authority**

**LD = Learning Disability**

**NQT = Newly Qualified Teacher**

**OT = Occupational Therapist/ Therapy**

**PCP = Person Centred Plan**

**PCR = Person Centred Review**

**Physio = Physiotherapist/ Physiotherapy**

**PSHE = Personal, Social and Health Education**

**RAG = Red/Amber/Green system used for monitoring**

**SaLT = Speech and Language Therapist/ Therapy**

**SEND = Special Educational Needs and Disabilities**

**SENTient = the Co-operative Trust of 10 Devon special schools (plus the Atkinson School, associate member), to which we belong**

**SLT = Senior Leadership Team**

**SMSC = Spiritual, Moral, Social and Cultural**

**T&L = Teaching and Learning. The other cross-federation Senior Leadership Team**