



# Old Park School School Development Priorities 2023 - 2024



## School Profile

Old Park is a large all age (4-19) community special school situated within the Metropolitan Borough of Dudley. We provide education for pupils who have severe and profound and multiple learning difficulties. These include pupils with complex medical conditions, physical and mobility difficulties and autism. Several of our children have behavioural difficulties arising from their condition and many have communication difficulties. All pupils that attend Old Park School have an Education Health Care Plan (EHCP). The current Headteacher took over in September 2019 following the retirement of the previous Head. She is supported by a Deputy Headteacher and two Assistant Headteachers who form the Senior Leadership Team.

In November 2011 Old Park School relocated to a new purpose-built building. The school was built to accommodate 120 pupils, but this has now been expanded to take up to 139 pupils at the request of the LA due to an increased demand for places. As of September 2023, we currently have 153 pupils on roll. This school is full and there is an ongoing, increasing demand for places from both within and out of borough.

Our most recent Ofsted (November 2018) judged the school to be outstanding for the third time. The report commented that, 'The leadership team has maintained the excellent quality of education in the school since the last inspection. You, your leadership team and your governors share a powerful common vision for the school. Senior leaders are dynamic and forward thinking and leadership at all levels is exceptionally strong. Staff are inspired and motivated by the senior leadership team. All staff strive to ensure that the pupils have access to high-quality education and care. Staff training and support complement the dedication shown by staff to meeting the needs of all pupils. The high expectations and exceptionally strong leadership ensure that all stakeholders continue to aspire to improvement.'

Pupil's standards of attainment are well below age related expectations and the range of assessed attainment is mostly within the pre-subject specific/pre key stage standards criteria. Comparison of our academic data demonstrate that our pupils make good and outstanding rates of progress throughout the school. More recently closer analysis of progress towards EHCP outcomes has been carried out and this will continue to be an area of development for the school.

The school is arranged into four phases as we strive to make each area age appropriate so that pupils enjoy a different experience as they progress through. Within each key stage phase, classes are grouped primarily by pupil need to ensure class teachers can effectively deliver the provision outlined in individual pupil plans. The school also has a complex care team led by the School Nurse who support classes in ensuring health and medical needs are met.

### Local and national issues facing the school

- We have a serious capacity issue within school. Increasing numbers and request for places create demands on the capacity of our facilities, training for staff and the need for increased professional support services. Two of the original specialist rooms have been converted into additional classroom space.

## Vision, Mission and Values

At Old Park our vision, mission and values are driven by four key areas: the unique learner, positive relationships, engaging environments, learning and development. These are at the centre of our school ethos and the principles of each are shared by all members of our school community. They are underpinned by our culture of safeguarding. Each area is used to develop the provision we provide now, tomorrow and in the future.

### The Unique Learner

Placing the young person at the centre of all that we do.  
We value individuality and inclusion.

At Old Park we strive to:

- Offer personalised provision that utilises the young person's EHCP to tailor our approach, addressing barriers to learning
- Provide a total communication environment that encourages and values the voice of the individual, their choices and contributions

### Positive Relationships

Working collaboratively towards the same goal.  
We value trust and teamwork.

At Old Park we strive to:

- Foster a sense of belonging for our young people and their family
- Develop and maintain strong partnerships with our school colleagues and those from other agencies including health and social care

### Engaging Environments

Utilising our school environment and the community around us.  
We value responsibility and respect.

At Old Park we strive to:

- Offer opportunities for practical learning, using the local environment to develop and apply skills
- Teach a sense of responsibility and accountability in caring for the world around us

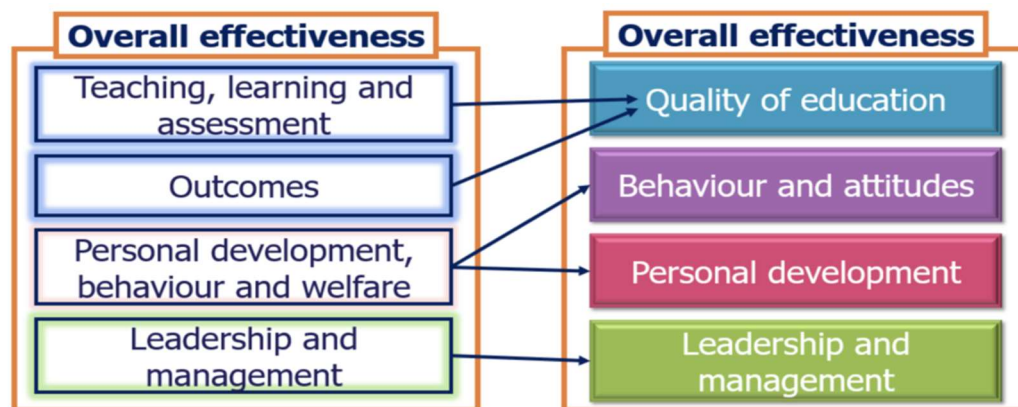
### Learning and Development

Fostering a sense of independence, high aspirations and achievement.  
We value engagement and encouragement.

At Old Park we strive to:

- Deliver outstanding teaching and learning, celebrating each achievement and encouraging young people to reach their potential
- Prepare our young people for each transition into adult life, developing confidence, independence and resilience

## Ofsted Update including Inspection Next Steps



The following guidance on implementing the EIF was given at an Ofsted Briefing in March 2019, led by Susan Morris-King (HMI). All parts of the education inspection framework apply to state-funded and non-maintained special schools' provision, SEND provision in mainstream schools, PRUs, AP free schools and AP academies. However as with all provision, SEND provision has some specific factors that should be considered.

Some key areas for special schools, PRUs and other AP

- Identification, assessment, meeting needs
- Development and adaptation of the curriculum
- Partnership working – parents/carers, professionals
- Ambition for all
- Inclusion in school life
- How good assessment is
- Improvements in outcomes
- Preparation for next steps

Whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:

- communication and interaction
- cognition and learning
- physical health and development



## Focus: Quality of Education

### 1.0 To maintain and further improve the quality of education for pupil we will evidence that -

1.1 EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively, and deliver identified provision, evidencing individual progress, *with a current focus on ensuring that there is a sequence of planned pupil outcomes that demonstrates progress over time.*

<p><i>Key Development Activities</i></p> <ul style="list-style-type: none"> <li>Implementation of the revised Dudley annual review framework, ensuring that individual outcomes are sequenced (long, medium, short term) over time. (JW)</li> <li>Delivery of focused support staff training within Key Stage 4 and Key Stage 5, ensuring that all staff understand and can implement the PfA agenda. (AC) <i>Link to 3.1</i></li> <li>Development of parent/carers workshops focusing on understanding PPP outcomes and how families can contribute to evidence via the EFL portal. (CR)</li> <li>Development of (age/stage) pupil voice framework, to ensure pupil views are shared consistently and with purpose during annual review meetings. (JW, Soundswell)</li> <li>Further development and refinement of EFL data analysis linked to PPP progress. (JW/MS)</li> </ul>	<p><i>What will long term success look like?</i></p> <ul style="list-style-type: none"> <li>All school staff understand the EHCP process and contribute effectively.</li> <li>There is a clear focus on preparing our pupils for the next stage in their career, with explicit links to the Preparation for Adulthood agenda.</li> <li>EHCP outcomes are relevant, moderated and drive provision within school for individuals, on a day to day basis.</li> <li>Progress and evidence towards outcomes in each area of need are tracked and used to inform next steps.</li> <li>Pupils are consulted and can articulate and share their own views, evidenced by examples of pupil voice effectively being input into annual reviews and impacting on provision.</li> <li>Challenge is given to multi agency providers and the SEN team to ensure EHCP reflect pupil need.</li> </ul>
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1.2 A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values, *with a current focus on embedding, moderation and quality assurance.*

<p><i>Key Development Activities</i></p> <ul style="list-style-type: none"> <li>Refinement, finalisation, and publishing of subject III statements – focus on ensuring impact measures reference link to EHCP outcomes, pre and subject specific opportunities and Post 19 stakeholder consultation. (JW)</li> <li>Refinement, finalisation, and publishing of 14-19 project 2-year cycle. (AC)</li> <li>Development of subject 'unit' overviews including detail of how the unit intent and impact measures link to the overall subject aims. (JW)</li> <li>Development of individual subject guidance in include; learning objective (WALT) stem bank to ensure clear link to subject specific knowledge and skills and subject specific 'track back' documents to demonstrate progression and clear link to NC expectations (Foundation subjects). (JW)</li> <li>Implementation and refinement of Numicon approach to include; identified staff training, resources and delivery guidance (JW/EM)</li> <li>Review and refinement of curriculum experiences and opportunities, ensuring that subject co-ordinators can demonstrate a broad and balanced sequence of knowledge and skills that help pupils understand the world around them and what is needed to function in society (cultural capital). (JC)</li> </ul>	<p><i>What will long term success look like?</i></p> <ul style="list-style-type: none"> <li>Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities.</li> <li>Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills and preparation for transition/adult life</li> <li>Current resources (including the school environment) are fit for purpose, appropriate to the current cohort.</li> <li>Staff have increased opportunities to discuss, review and implement a range of pedagogy approaches relevant to pupil's needs.</li> <li>All staff can contribute to evaluation and future planning of current curriculum foci.</li> <li>Progress towards individual pupil skills/outcomes (linked to EHCP) is maximised.</li> </ul>
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1.3 *The recently introduced/updated assessment system is fully implemented and moderated across all pathways, with internal evidence and data being used to demonstrate ipsative progress and achievement for individual pupils and identified cohorts.*

<p><i>Key Development Activities</i></p> <ul style="list-style-type: none"> <li>Review and refinement of 14-19 moderation and accreditation schedule, with consideration to potential barriers and impact on individual pupil outcomes. (AC)</li> <li>Implementation and personalisation of Insight analysis tool, to inform tracking, intervention and progress monitoring in core areas/PPPs. (JW/MS)</li> <li>Development of digital engagement profiles, utilising EFL tags. (JW)</li> <li>Finalisation and moderation of OPS PSHE and PE subject specific scales. (JW)</li> </ul>	<p><i>What will long term success look like?</i></p> <ul style="list-style-type: none"> <li>Assessment of core skills are embedded into daily classroom practice, with all staff contributing to the process.</li> <li>Individual targets are challenging but developmentally realistic and in line with the school's definition of outstanding progress.</li> <li>Moderation exercises ensure consistency of judgement both within school and across similar settings.</li> </ul>
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1.4 A Total Communication environment is embedded across school ensuring that all opportunities for the development of *communication*, early phonics and reading skills are consistently *embedded, promoted and tracked to ensure progress*.

<p>Key Development Activities</p> <ul style="list-style-type: none"> <li>Continued focus on ensuring TaSSeLs and OoR are used consistently with identified pre-subject specific pupils, monitoring progress and impact. (Soundswell)</li> <li>Launch of the speaking and listening framework, to include additional training around identifying comprehension level of pupils using Blank Levels and DLS principles. (Soundswell)</li> <li>Monitoring, refinement and tracking of individual progress through Little Wandle (SSP) SEND Programme. (JC)</li> <li>Development of English genre 2 yearly cycle to include a range of focused texts across each key stage. (JC)</li> <li>Audit, evaluation, and action plan for development of 'reading for pleasure' provision across school including the school library. (JC)</li> </ul>	<p>What will long term success look like?</p> <ul style="list-style-type: none"> <li>The school's approach to phonics and early reading is consistently embedded across school, ensuring that progress is maximised.</li> <li>All staff understand the correlation between communication and early reading and phonic understanding.</li> <li>Opportunities for vocabulary development and early reading skills across the curriculum are planned and resourced by all staff to maximise pupil opportunities.</li> <li>All pupils make consistently strong progress in line with their age and stage of development.</li> </ul>
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## Focus: Behaviour and Attitudes

2.0 To maintain and further improve behaviour and attitudes for pupils we will evidence that -

2.1 Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and *positive* behaviour management through a consistent school approach.

<p>Key Development Activities</p> <ul style="list-style-type: none"> <li>Commissioning of independent OT to support the further development of sensory/emotional regulation approach across school (23-24 sensory circuits, food exploration). (JC)</li> <li>Continued development of school approaches towards the achievement of the Well Being Award for Schools. (CR)</li> <li>Introduction and implementation of the nurture principles across school to include the use of PACE. (CR)</li> <li>Focused analysis of behaviour incidents on a monthly basis, data used to target intervention. (JC/CR)</li> <li>Remodelling of the positive behaviour support (inc. Team Teach) programme of training, to ensure more regular delivery and time for reflection on practice.</li> </ul>	<p>What will long term success look like?</p> <ul style="list-style-type: none"> <li>School values and rights are embedded and understood across the school.</li> <li>A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Old Park School.</li> <li>Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development.</li> <li>Advice and support from multi-agency professionals are used effectively to plan for individual approaches to managing challenging behaviour.</li> <li>Pupils and parents are active participants in developing support plans, ensuring consistency between home and school.</li> </ul>
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## Focus: Personal Development

3.0 To maintain and further improve personal development for pupils we will evidence that –

3.1 All pupils have access to a comprehensive careers strategy which is underpinned and monitored using the Gatsby Benchmarks, *with a focus on ensuring appropriate PfA outcomes across all pathways*.

<p>Key Development Activities</p> <ul style="list-style-type: none"> <li>Monitoring and tracking of progress for individual pupil PfA PPP targets across Key Stage 4 and Key Stage 5.</li> <li>Continued development of whole school careers programme, with opportunities mapped and shared with all stakeholders.</li> <li>Continued development of post 19 options event, ensuring that a range of providers are invited including those that meet complex health and behavioural needs.</li> </ul>	<p>What will long term success look like?</p> <ul style="list-style-type: none"> <li>Pupils are well prepared for the transition into adult life after Old Park.</li> <li>Pupils are well supported in making informed decisions about their own future.</li> <li>Pupils are provided with well-rounded experiences in relation to the world of work including the development of key skills and personal characteristics such as social skills, communication, independence and resilience.</li> <li>A personalised careers curriculum is embedded based upon individual strengths and skills.</li> </ul>
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## Focus: Leadership and Management

### 4.0 To maintain and further improve leadership and management we will evidence that –

4.1 The Old Park leadership team has the capacity to maintain the effective running of the school, ensuring that all staff (including Governors) can clearly articulate their role in line with the school's vision and values. This is underpinned by focused recruitment and retention activities (including succession planning), CPD and links with families and the wider community.

<p>Key Development Activities</p> <ul style="list-style-type: none"> <li>Development of the Assistant Headteacher role, to ensure coaching, mentoring from the Deputy/Headteacher, alongside focused CPD and supervision. (JC)</li> <li>Development of identified non-class-based staff roles, with a particular focus on finance, HR and site management. (JC)</li> <li>Further development of the induction programme for new staff, ensuring opportunities for supervision and reflection are included. (CR/AC)</li> <li>Re-introduction of named governors for curriculum areas across school, to provide support and challenge to subject co-ordinators. (JW)</li> <li>LPPA follow up action plan to be devised and implemented. (CR)</li> <li>Ongoing development of whole school provision map, articulating pupil need in line with financial restraints and demands. (JC)</li> </ul>	<p>What will long term success look like?</p> <ul style="list-style-type: none"> <li>The staffing structure in school allows for quality daily provision, with capacity to think strategically, thus further developing what the school delivers.</li> <li>A culture of coaching, mentoring and supportive challenge is embedded across all areas of school.</li> <li>Staff are confident and knowledgeable in their roles through a relevant and appropriate CPD package, with a particular focus on teaching and learning.</li> <li>All staff can articulate the contribution they make to school development within their current role.</li> <li>Governor roles are aligned to school development priorities allowing for focused support and challenge.</li> <li>Holistic approach across the setting to supporting pupils and their families, ensures consistency, trust and positive relationships</li> </ul>
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4.2 A culture of safeguarding is embedded throughout school, underpinned by a robust recording system which clearly tracks and monitors child protection, pastoral and welfare issues for pupils and families, including attendance.

<p>Key Development Activities</p> <ul style="list-style-type: none"> <li>Review, implementation and monitoring of the digital standards and technology audit and action plan. (JC)</li> <li>Development of Safeguarding through the Curriculum overview document, clearly articulating how provision across school supports the teaching of key safeguarding messages. (JC)</li> <li>Development of safeguarding pathway overview, which clearly articulates the roles and responsibilities of key workers, class teachers, family support lead, DSLs and health staff. (JC)</li> <li>Development of strategic attendance action plan, with particular focus on developing interventions/actions for pupils with persistent absence, with support from family support, health and social care agencies (JC/CR)</li> </ul>	<p>What will long term success look like?</p> <ul style="list-style-type: none"> <li>Safer recruitment processes are robust and in line with national and local guidance.</li> <li>All staff can articulate the school's safeguarding ethos.</li> <li>A comprehensive cycle of safeguarding training is in place for all staff.</li> <li>A clear safeguarding pathway is established which incorporates the role of keyworkers, family support, targeted intervention and child protection.</li> <li>The safeguarding recording system facilitates clear communication between education, health and family support staff, ensuring a pro-active response to supporting individual pupils.</li> <li>Rates of attendance across school further improve, within an increased awareness by pupils and families of the importance of regular attendance relative to a pupil's health and well-being</li> </ul>
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