
	<p>ST. ANTHONY'S SCHOOL DEVELOPMENT PLAN 2023-2024</p>
<p>Priority A School Lead RP/Antony Curry Governors P Warnecke/L Samson</p>	<p>Quality of Education Embedding of integrated curriculum. Extension of careers agenda to all year groups.</p>
<p>Priority B School Lead Abi Cranson Governors E Geddes/Peter Arnold</p>	<p>Behaviour and Attitudes Attendance Attitudes to Learning Behaviour -suspensions</p>
<p>Priority C School Lead Antony Curry Governor K Cooper/Katie Smith</p>	<p>Personal Development Health and Well-being Citizenship Careers Guidance Prep for next stages education/life</p>
<p>Priority D School Lead RP/S Borda/K Ford Governors P Warnecke/Jackie Draper</p>	<p>School Site and Infrastructure Fire Safety</p>
<p>Priority E School Lead Abi Cranson/K Phippin Governor L Samson</p>	<p>Enhance Safeguarding Systems and Processes</p>

	<p>ST ANTHONY'S SCHOOL</p> <p>SCHOOL SELF EVALUATION 2022-23</p>	
<p>Most recent Ofsted Grade: Good</p>		<p>Date of last inspection 2nd July 2019</p>
<p>Areas to improve</p>	<p>Progress</p>	
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • Middle leaders develop their expertise, thereby enabling them to drive improvements in teaching and learning in the areas for which they are responsible • In mathematics there is timely, appropriate challenge so that the most able pupils make stronger progress. 	<p>The areas for improvement that we have addressed since the inspection.</p> <ul style="list-style-type: none"> • We now have extended leadership team meetings each term. These are held to ensure that the school's vision is clear to all senior staff and curriculum leaders and the SDP is developed/informed by all. • This was intended to provide clarity for staff with clearer lines of accountability for curriculum areas. • Curriculum leads were supported to understand the OfSTED framework and develop responses if asked about the Intent, Implementation and Impact of their work. Responses are based on feedback from other Ksent schools and other sources. Peer-to-peer reviews provide staff opportunities to practise these skills • Curriculum leaders have provided training to teaching staff at department meetings, on key points. • These initiatives have at times been slowed and disrupted by long term staff absence and staff turnover. • P Stewart SIP, The Education People provided training sessions to SLT about OfSTED prep and the information needed for the initial 90 minute phone call and then a session to Curriculum Leaders and Subject Specialists about the Deep Dive <p>Appropriate challenge for most able in maths:</p> <ul style="list-style-type: none"> • The curriculum has been designed to ensure opportunities for mastery are frequent and varied. • Pupils who make more rapid progress in skills and knowledge can move on to a range of learning opportunities that are designed to support the embedding of these in long term memory. • Mastery and applied maths experiences are provided for all pupils. They are differentiated to ensure more able continue to derive enjoyment and challenge from them. • Progress is looked at in the round. Progression towards the end point of entry-level qualifications is considered. Of equal importance is the acquisition of skills and knowledge that will provide learners with useful skills in adult life. 	

School Context Term 3 2023-24					
Number of students on roll Commissioned by KCC for 98 pupils Referrals <ul style="list-style-type: none"> • 2022-2023 - 148 • 2023-2024 - 96 • 2024-2025 - 9 	101 16 starters Sept '23 1 new starter Feb '24 2 more April '24	Number of CYP eligible for Pupil Premium Percentage	86 83.5%	Number of students with EHCP Percentage	101 100%
Number Male Percentage	91 90%	Number of students entitled to FSM Percentage	79 77%	Number of new CYP since September 2023 Percentage of roll	17 17%
Number Female Percentage	10 10%	Number of Children in Care Percentage	11 10%	Number of pupils who have had/continue to have any outside agency Involvement Percentage	
Indices of Deprivation Thanet district (latest data available 2019)	Highest amongst Ksent Schools 1st/26	Number of students who have had/continue to have Social Services involvement Percentage	9 9%	Number of students who have had/continue to have Early Help involvement Percentage	5 5%
Pupil progress					
Intake information percentage of students with low attainment in English	100%	Percentage of students with middle attainment in English	0%	Percentage of students with high attainment in English	0%
Intake information percentage of students with low attainment in Maths	100%	Percentage of students with middle attainment in Maths	0%	Percentage of students with high attainment in Maths	0%
Percentage of students on track to make expected progress in English (from teacher assessed baseline)	95%	Percentage of students on track to make expected progress in Maths (from teacher assessed baseline)	95%		

We are already aware that pupils are working below expected standards when they arrive. All pupils are assessed precisely in reading, writing and maths on intake. This determines their curriculum and they are set on a path towards entry level qualifications by KS4. Progress is measured quantitatively using St Anthony's attainment stages and qualitatively against mastery criteria that ensure skills and knowledge are fixed in long term memory. This ensures pupils are always ready for the next stage of learning.

Percentage of 2022/23 year 11 leavers maintaining positive destination at Feb 2024 • Two pupils unknown	16/18 89%	Percentage of 2021/22 year 11 leavers maintaining positive destination Feb '24	No data
--	--------------	--	---------

Attendance

Percentage of Pupils	Term 1			Term 2			Term 3		
	N/T	Difference	%	N/T	Difference	%	N/T	Difference	%
Above 95% attendance	35/101	N/A	34.65%	32/101	-3	31.68%	37/101	+5	36.63%
Above 90% attendance	51/101	N/A	50.49%	45/101	-6	44.55%	48/101	+3	47.52%
Below 85% attendance	47/101	N/A	46.53%	35/101	-12	34.65%	46/101	+11	45.54%

Attendance School Term 4: Year to End of Term 4: Focus Group Term 4:		Attendance School Term 5: Year to Date: Focus Group Term 5:		Cumulative number FT Suspensions Term 1 - 15 Term 2 - 11 = 26 Term 3 - 5 = 31 Term 4 - 12 = 43 till 15 th March 2024 <ul style="list-style-type: none"> • Total 94 sessions missed • 26 children at least one • Mostly physical assault
---	--	--	--	--

Teaching and Learning					
Number of Teachers No leavers <ul style="list-style-type: none"> One teacher retires April '24 One teacher resigned April '24 	17 2	Number of qualified teachers	16	Number of unqualified teachers	1
Number of teachers undertaking professional leadership qualifications. <ul style="list-style-type: none"> 1 NPQH 3 NPQ senior leadership 3 NPQ leading behaviour 	7	Number of teachers undertaking training - Weekly CPD twilight sessions in Maths, English, Global Studies, PSHE and Science	17	Number of Kent Range Staff LSAs/Pastoral	47 38

PRIORITY A Quality of Education						
Strategic Objective	Area of Development	Actions Red Amber Green (RAG)	Impact	Target Date Proposed Cost	Who	Monitoring
<p>AEC/RP</p> <p>Governors</p> <p>PW/LS</p> <p>Learning resources</p> <p>£90 175</p>	Teaching staff to benefit from a range of peer to peer support and development initiatives	<p>Cycle of subject reviews lead by SLT/Curriculum leads</p> <p>Teachers meetings to take place weekly to share good practise and understanding rationale for curriculum pathways</p> <p>Curriculum leads given time across pathways</p> <p>Peer to Peer Reviews</p> <ul style="list-style-type: none"> Ksent Thanet Ksent SEMH Ksent Safeguarding 	<p>To work with other school to review key areas of school development.</p> <p>Share best practise</p> <p>Effective and consistent monitoring and quality assurance</p> <p>Staff become confident to deliver training to colleagues</p> <p>Staff with different levels of experience and with different teaching styles benefit from sharing ideas, to further</p>	<p>Termly across the year</p> <p>Weekly</p> <p>Termly</p> <p>Term 2 Term 6 Term 3 No cost supported by Ksent Schools</p>	<p>AEC/curriculum leads</p> <p>AEC/AC</p> <p>AEC</p> <p>RP/AEC RP/AC RP/KP</p>	RP

		<p>New members of staff are supported via detailed induction programme</p> <p>Staff to visit other schools and setting to look at SOW, planning, progress monitoring and target setting</p>	enhance their own practise	<p>Jan 29th 2024 £500</p>	<p>AC</p> <p>RP</p>	
Review the length of the school day.	<p>DfE minimum expectation 32.5 hours</p> <p>Explore the DfE requirement and if this is possible for the school</p> <ul style="list-style-type: none"> • Liaise parents • transport 	Ensure that the length of the school day improves pupil's outcomes	<p>Jan 2024</p> <p>Lengthening the school day would have cost implications due to additional staffing costs.</p>	RP/AEC	Governors	
<p>Provide a wide range of PE curriculum opportunities.</p> <p>To provide pupils with opportunity to compete for the school</p>	<p>Swimming lessons for primary pupils</p> <p>Arrange series of swimming lessons for all Year 5 and 6 pupils</p> <p>Opportunity for pupils have the opportunity to compete in sporting competitions</p> <p>PE lead complete trampoline coaching qualifications</p> <p>Part two still to be completed as trains did not run so member of staff could not attend.</p>	KS2 Pupils have the opportunity to learn to swim	<p>Term 1</p> <p>Sports premium money £500 x 5 terms= £2500</p> <p>Ongoing £500</p> <p>Term 2 £500</p>	AEC/GS	RP	
To transfer all assessment to Arbor	<p>Current frameworks to be reviewed and further improved to ensure they are meeting needs of pupils and overall curriculum intent.</p>	Assessment frames are easily accessed; frequently updated; used formatively to inform planning; pupil progress is centralised.	<p>December 2023</p>	AEC	SLT/Governors	
Further development of whole school approach to Literacy – increase students opportunity to read: students enjoy engaging in a wide range of written materials leading to improved understanding, reading fluency and ability to share knowledge and ideas via discussion	<p>All reading doctor resources shared with teachers and training completed.</p> <p>Use of Reading Doctor resources is embedded across the curriculum. Learning walks to be completed to monitor implementation and impact.</p> <p>CPD for staff</p> <p>RD's track progress for intervention pupils using B-Squared</p>	<p>Reading is taught consistently across the school; pupils are helped to develop independence and resilience in reading; pupils can apply reading skills in all subjects.</p> <p>Staff are confident and competent to use RD resources to support pupils.</p> <p>Monitoring of progress in reading is detailed and robust; support can be quickly adapted according to need.</p>	<p>Reading Drs 2 x 0.6fte £55 000 December 2023</p> <p>In-house or using TEP credits so no additional cost</p>	AEC	SLT/Governors	

	Reporting to Parents and Carers	Using Arbor to develop holistic and dynamic reports.	Reports reflect more comprehensive and diverse elements of pupil progress. Teachers are able to plan learning more precisely. Pupils have better understanding of pathways. Parents are better informed.	December 2023	AEC	SLT/Governors
	Develop staff skills and knowledge	<p>AET – Autism Education Training Train trainers x 2 Training Making Sense of Autism in Schools for whole school</p> <p>Training Good Autism Practise -teachers</p> <p>Develop a school action plan to implement learning</p> <p>LSA Development Training by Angela Harding</p>	<p>School show a commitment to continuing professional development on autism across our staff and ensure they receive ongoing training that is appropriate to their role.</p> <p>We promote positive attitudes towards autism and have high expectations for all of our pupils and staff.</p>	<p>September 2023</p> <p>2nd October 2023</p> <p>20th November 2023</p> <p>Dec 2023 £500</p> <p>20th November 2023 £400 29th January 2024 £400</p>	<p>RP/AC Jodie Whittle and Kate Wathey – 2 days training free – cover in house</p> <p>AET Team lead Katie Wood</p> <p>AEC</p>	HT

PRIORITY B: Behaviour and Attitudes						
Strategic Objective	Area of Development	Actions	Impact	Target Date	Who	Monitoring
		Red Amber Green (RAG)		Proposed Cost		
Abi Cranson Governors	Attendance Whole School Culture that promotes good attendance	<ul style="list-style-type: none"> Review the school attendance policy monitoring and analysis of attendance data benchmark attendance data with SEMH schools build positive relationships with parents and carers 	School Attendance 85%	September 2023 Monthly Termly Ongoing	KP/RP RP/KP/DB RP Class teachers	

E Geddes/Peter Arnold Intervention £73 840	To implement Arbor (MIS) into the whole school operation to enhance school efficiency for all users.	<ul style="list-style-type: none"> Explore the Arbor system and pick out aspects to introduce to admin/ whole school. Liaise with Arbor and complete training on further elements of Arbor that will support the school's development Provide staff with training on any new aspects of Arbor that are introduced e.g. recording Start using Arbor to collate data on behaviour, attendance etc 	Arbor fully implemented and in operation with key staff aware and competent in using the core functionality of the system. Increased efficiency throughout the school for all school operations. Arbor contains accurate up to date records for school to use	Arbour per year £3495 Throughout the year	AC	
	Support the wellbeing of all staff to avoid negative impacts on their mental and physical health.	<ul style="list-style-type: none"> Complete Staff survey Only hold dept meetings if required Manage the school diary to ensure workload is spread across the six terms 	Staff feel adequately supported at work. Survey indicates that staff feel respected and valued, with staff being equipped to manage their workload	Term 5 2024 Term 6 2023	RP SLT/Curriculum leads	

PRIORITY C Personal Development						
Strategic Objective	Area of Development	Actions Red Amber Green (RAG)	Impact	Target Date Proposed Cost	Who	Monitoring
AEC/AC Governors Katrina Cooper/Katie Simpson	Careers Guidance Pupils are given more information about careers pathways.	Careers guidance is integrated into the PSHE curriculum. Continue working with EP education officer Zara Lawrence. Careers interviews delivered by Education Business partnership. Invite more speakers in from range of jobs and professions. Attend local careers fairs.	Pupils have improved understanding of opportunities and pathways. Support is targeted at pupils' interests and varied. Support is targeted at pupils' interests and varied. Support is targeted at pupils' interests and varied. Parents are better able to advise children.	Sept 2023 April 2024 6hr free provided KCC June 2024 June 2024 Use School transport April 2024	AEC/MP/KW/KM	SLT/Governors

	<p>Invite parents to careers talks.</p> <p>Continued progress on Gatsby Benchmarks</p> <p>Work with EKBP to prepare work experience.</p> <p>Establish alternative career pathways. Explore supported internships, TEP</p>	<p>Progress and performance is monitored.</p> <p>Pupils are placed in suitable placements.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>£3250</p>		
Health and Well-being	<ul style="list-style-type: none"> Supervision for TAs/ CTs Work with Educational Psychology service to support pupils/ staff Review and update Staff Code of Conduct Staff Handbook Induction Pack for new staff Actions from initial offer to first day Complete staff/pupil/parents/carers questionnaires Support staff to do individual CPD and keep records of training Wellbeing of parents is improved 	<p>TA's feel supported and have opportunities to share and problem solve with their concerns and ideas</p> <p>CTs feel supported as they have a forum with an outside professional to share ideas and concerns</p> <p>All staff have clear understating of what is expected of them.</p> <p>New staff feel supported and gain new knowledge to help them in their role. School has up to date information on stakeholder's views.</p> <p>Staff feel valued and encouraged to develop their personal knowledge and areas of interest.</p> <p>Parents feel valued and supported, increased number attend coffee mornings and workshops.</p>	<p>Termly session for LSAs</p> <p>EP 8-day SLA £5000</p> <p>Termly sessions with CTs</p> <p>July 2024</p> <p>Ongoing</p>	<p>Education Psychologist/JM</p> <p>AC</p>	AC
THRIVE	<ul style="list-style-type: none"> THRIVE introduction for new staff and updates on INSET days Identify and arrange training for up to 2 new staff Additional/ update CPD for current trained THRIVE Practitioners Class teachers complete group profiles for in Oct, Feb, June Class teachers create group action plan in term 1 which is in use Trained practitioners individually profile lowest children Individual profiles revisited Oct, Feb, June Practitioners plan and deliver Individual and small group activities /interventions 	<p>Every staff member has good knowledge of Thrive, and the number of practitioners has grown. Many staff have a deeper working knowledge of THRIVE. The THRIVE room is in constant use in a range of ways to support pupils. From the start of the year, THRIVE profiles are used to plan activities for all classes and inform the delivery of interventions within school. Profiling is used to evaluate children's progress.</p>	<p>£4690</p>	<p>AC/ JM</p> <p>Trained practitioners AF, GJ, DP, HE, DC</p> <p>Class teachers</p>	AC

		<ul style="list-style-type: none"> All interventions are linked to Thrive profiling Link THRIVE to EHCP targets and strategies THRIVE evident in all learning walks Begin to use THRIVE behaviour profiles 				
	Life Saving Skills	<p>Liaise with Petra Agnew Community Lifesavers</p> <p>Arrange training sessions</p> <p>Teaching staff</p> <p>KS3 pupils</p>	<p>To train teachers into lifesavers.</p> <p>To train KS3 students in quality CPR and defibrillator use.</p>	<p>Term 5 staff</p> <p>Term 5 pupils</p>	<p>RP</p> <p>AEC/KWren</p>	
	Prep for next stages for education/life	<p>Review School transition packs for new pupils and their parents/carers</p> <p>Review transition arrangements</p>	<p>Ensure that parents and pupils have the key information to support transition into St Anthony's</p> <p>New pupils and families have the best possible transition</p> <p>Transition arrangements have improved from last year</p>	<p>Term 4</p> <p>Ready for transition session Term 6</p>	<p>RP</p> <p>AEC/AC</p> <p>Office</p>	

PRIORITY D

School Site and Infrastructure

Strategic Objective	Area of Development	Actions	Impact	Target Date	Who	Monitoring
		Red Amber Green (RAG)		Proposed Cost		
RP/SB/KF Governors	Fire Safety Work with KCC to ensure that the school is fire safe	<ul style="list-style-type: none"> Update the fire detection system to ensure early notification of fire Develop fire breaks in the main building and ensure that fire exit corridors 	The school is Compliant with fire regulations	<p>Phase 1 August 2023 – costs will be met by KCC</p> <p>Phase 2 – costs paid by KCC</p>	KCC - Saunders	RP/SB/KCC
PW	Replace windows and doors	<ul style="list-style-type: none"> Work with KCC to plan the replacement of all school windows and doors Involve Fire Strategy, Health and Safety DDA, info to ensure that issues previously raised are addressed Suite of keys in place 	<p>Compliance with fire regulations</p> <p>Increased site safety</p> <p>Doors are suitable to meet the needs of pupils and allow a single master key for locking up</p> <p>Windows provide ventilation and safety</p>	<p>Liaise with KCC Term 6 2021</p> <p>Continue to chase KCC to get windows and doors replaced</p>	<p>Headteacher</p> <p>Site Manager</p> <p>KCC</p>	Governors

	Room refurbishment	<p>Get quotes to renew Stone and Palm Approval from Governors Stone completed Feb '24 Palm summer 2024 Therapy Corridor School kitchen renewal</p>	Renewed spaces for pupils to learn and staff to work.	<p>August 2024 completed Stone £30 000 Feb '24 Palm £35 000</p> <p>Work will link in with KCC Fire Safety work Date to be confirmed</p>		
	Develop Schools recycling Move towards a sustainable school site	<ul style="list-style-type: none"> Review the schools current recycling efforts Develop a school plan to improve recycling Environment impact audit Participate Keep Britain Tidy 2024 campaign 	Reduce the amount of rubbish the school is creating	<p>£500 March 2024</p>	Student Council SB/AEC/	Headteacher

<p>PRIORITY E Safeguarding Systems and Processes</p>						
Strategic Objective	Area of Development	Actions Red Amber Green (RAG)	Impact	Target Date Proposed Cost	Who	Monitoring
<p>AC/KP</p> <p>Governors</p> <p>LS</p>	<p>Pupil Attendance Whole School target 85%</p>	<p>Admin staff to inform DSL when attendance of individual pupils falls below 80%</p> <p>DSL to challenge persistent lateness/attendance of identified pupils by sending a letter to parents / carers</p> <p>SIMS /Arbor/ CPOMS Attendance monitoring.</p> <p>To promote good attendance and punctuality.</p> <p>Monthly/Termly meetings with DSL, Head</p>	<p>Attendance Admin and DSL will identify a core group of pupils with poor attendance and address to improve attendance</p> <p>Children & Parents will be able to see and value why it is important to attend school. This will be a celebration and reward for pupils and</p> <p>A referral may be made to Early Help if enforcement action is required, as a way to reduce persistent absences.</p>	<p>Ongoing Core group will review monthly</p> <p>Ongoing</p> <p>Term 1</p>	<p>DSL/Admin/HT/DHT KP/DB/RP/AC</p>	<p>Governors Termly monthly</p>

		teacher and Attendance Admin	Attendance percentages will be shared with parents in newsletters and review meetings.	Ongoing		
	Map a two year safeguarding plan to ensure all statutory requirements are in place	<ul style="list-style-type: none"> Scope out all the required training needs to remain compliant <ul style="list-style-type: none"> DSLs/Teachers/Support Staff Plan work to be completed over a two-year cycle <ul style="list-style-type: none"> Safeguarding Policy Reports to Governors <ul style="list-style-type: none"> Annual Report to FGB Termly report 	School safeguarding training is planned and scheduled into the school diary	Jan 2023	KP /RP	Safeguarding Governor
	Safeguarding Training	<p>KCSIE 2023 whole school training</p> <p>Monthly updates on KCSIE</p> <p>Online Safety</p> <p>Online Safety week</p>	<p>Staff are in receipt of most recent safeguarding information.</p> <p>School proactively identifies children and young people who may be at risk and have plans in place to support. Staff are aware that sexual abuse and harassment can happen anywhere and have skills to address</p>	<p>Sept 2023</p> <p>Monthly updates</p> <p>Feb 2024</p>	KP/RP/AC	Safeguarding Governor
	Continuous review of Safeguarding	<p>Review Safeguarding in the school</p> <ul style="list-style-type: none"> Are current systems robust SCR compliant Evident that Safer recruitment training is in place Systems are secure from cyber crime <p>Peer to Peer safeguarding</p> <p>Review the current safeguarding systems in the school - policies, SCR, CPOMs, records</p>	<p>Ensure we have enough capacity to deal with the safeguarding issues that the school is dealing with</p> <p>Leaders are sure that safeguarding reporting process are in place and effectively used</p> <p>Ensure DSLs are well qualified and supported to do the role effectively</p> <p>Build capacity and understanding of DSL work across the local Ksent Schools</p>	<p>Termly review</p> <p>Term 3</p>	<p>DSLs</p> <p>KP DSL</p>	Linda Samson Governor and Robert Page HT
	CHIC	<p>Individual Thrive Profiles for all CHIC, which are then shared with other professionals at PEP. Additional funding then linked to interventions highlighted from Thrive Profile.</p> <p>Liaise with class teachers to identify specific need; e.g resources, internal interventions, external interventions and request for additional funding at PEPs to support the young person to be successful in the classroom and then link this to EHCP mini</p>	<p>Interventions focused on specific areas of development, at the appropriate age, to develop those missing developmental foundations.</p> <p>No days of suspension, making expected progress, no RTT needed.</p> <p>EHCP mini-targets are achievable and measurable.</p>	<p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>K Wren</p> <p>K Wren</p>	<p>RP/AC</p> <p>RP/AEC</p>

March 2024

		<p>targets, where appropriate. Ask John Fermor to set up an email group for each child in care, so emails sent automatically (by any staff member) go to all the professionals linked to the young person, so there is no miscommunication.</p>	<p>Communication for every young person in care is consistent and all professionals are kept 'in the loop', so when discussing a young person, everyone has the same knowledge.</p>	<p>Term 3</p>		
--	--	---	---	---------------	--	--