

Parent Forum Meeting

7/2/24

Focus – School Development Plan



Parent Forum

Our school's parent forum automatically includes every parent/carer with a child enrolled at the school.

Parent forums are a way for parents to get involved in school life. They are informal groups where parents can raise issues, be consulted on school policy and give their views.

As a member, you have:

- ☐ a right to advice and information about your child's education at the school
- ☐ the opportunity to be more involved with what the school is doing
- ☐ the opportunity, along with all the other parents, to have your views represented at Glendinning Academy

School Development Plan

OFSTED related to previous School
Development Plan

What progress have we made so far?



Quality of Education

- Develop expertise in adaptive teaching
- Further develop curriculum sequencing for English, Art and PE
- Develop alternative curriculum pathways for students with the most complex needs
- Further develop provision and support for basic literacy – in particular recording
- Develop teaching assistant expertise in scaffolding learning and behaviour

The story so far:

Action	Impact
Staff training – September Delivered to all staff around adaptive teaching and strategies to facilitate these.	Through lesson observations, strategies have been implemented and evidence of adaptive teaching seen.
Subject leaders using curriculum development time to create supporting materials to aid students' knowledge and understanding.	Word mats/Key vocabulary being used in subjects Dual coding used regularly in whole class teaching and independent work
Weekly KS meetings to focus on students needing support	Behaviour plans reviewed and strategies shared with whole team
Attainment and Progress meetings	Individual needs identified and support strategies put in place

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> • Access to dividers to remove distraction • Clear and visualised time limits for activities • Countdowns used to support transition between activities • Motivator/Reward systems clearly displayed and consistently followed • Tasks visualised and broken down into achievable steps • Fidget toys accessible • Movement breaks built into lessons • Tasks accessible and adapted for individuals • High levels of revisiting and recall to aid memory • Whole class visual timetable displayed and referred to/individual timetables where required • Activities and tasks modelled with scaffolds provided • Class reader read daily with use of comprehension questions • Alternatives to handwriting provided • Variety of tasks not just written recording • Maths concepts reinforced with easily accessible manipulatives available • Group roles and conversation roles structured and visually reinforced 	<ul style="list-style-type: none"> • Instructions broken down and visualised • Processing time provided • Choices provided/use of forced alternatives – this or this • Vocabulary introduced and reinforced through pre teaching, dual coding and visual support • Social Stories and Comic Strip Conversation uses to introduce social topics and explore social understanding • Use of role play to explore feelings and emotions (inc. puppets/small world) • Concepts such as sarcasm, idioms and metaphors explained and explored 	<ul style="list-style-type: none"> • School visual behaviour prompts and strategies displayed. • Strategies referred to • Breaktime and lunchtime activities structured and scaffolded • Turn taking modelled, practised and reinforced • Adults explicitly model their own thinking and feelings using 5 point scale or engine running tool • Restorative conversation used to explore and resolve conflicts • Staff recognise student feelings, validate them and label them • Use of adults thinking aloud • Focus on positives – positive times reinforced and celebrated • Visual choice flow charts used to support understanding of choices available and consequences • ABC charts used by class team to track and monitor behaviours • Mindfulness and calming tasks built into lessons • Regular check ins with trusted adult throughout the day • Adults working with me – visual photographs clearly displayed 	<ul style="list-style-type: none"> • Different seating options available • Writing slopes and movement sit cushions available • Movement and calming sensory breaks built into lessons • Ear defenders and noise cancelling headphones available • Calm and structured classrooms with areas and resources clearly labelled • Classroom kept uncluttered

Develop teaching assistant expertise in scaffolding learning and behaviour

The story so far:

Action	Impact
TA and Teacher survey completed among the staff team.	Initial baseline collected of strengths and areas of development amongst the staff
Training and resources sourced and collected to deliver to staff through the rest of the academic year. MITA	Provide staff knowledge and strategies linked to the MITA model to support students.
Training session delivered to teachers introducing the MITA model	Staff aware of the MITA model principles and will begin to embed them into practise. TAs to be introduced after Feb half term.
Further MITA sessions built into the CPD programme	

Behaviour and Attitudes

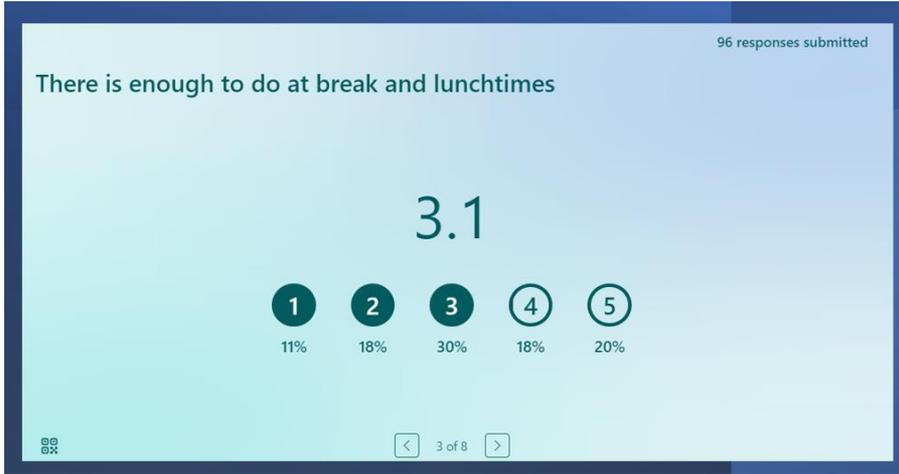
- Develop the role of the attendance officer
- Develop practice regarding self regulation, strategies and support
- Develop break time and lunchtime offer
- Monitor lesson attendance
- Support SEMH needs effectively through tiered provision

The story so far:

Action	Impact
Staff training regularly across the term	Ongoing training and recaps to support students with a focus on empowering staff to address needs that are pertinent in the classes as they arise
Learning walk looking at classroom expectations	Monitored to ensure all agreed visuals are in place to support student and staff use of behaviour and de-escalation strategies
Curriculum meeting – selecting and planning interventions	Designated time with support to identify the programmes to run in classrooms and when/how to facilitate these leading to greater success in effective implementation.
Staff regulation and de-escalation survey completed and results collected	Clear picture of staff confidences and areas of strength and for development identified. Staff have shared their development needs.

The story so far:

Action	Impact
Observations of break times and lunchtimes undertaken	Baseline of provision collected with positives identified to build on and areas for development identified to target
Analysis of behaviour data for break and lunchtimes	Clear picture of type of incidents and location
Break time and lunchtimes survey completed by staff	Clear picture the positives and challenges from the team supporting lunchtimes. 'On the ground' suggestions for improvements.
Break time and lunchtimes survey completed by students	Pupil voice is considered and improvements are based on what the students need.
Results of both surveys collated	Key next steps identified – adults, resources
NH to meet with School Council	Student Council will gain information about preferred resources



Parent Forum Feedback

Is there anything else you would like to know about what we have shared today?

Any suggestions for topics to be covered in future meetings?

Previous suggestions:

ADHD – Management of and access to medication
Teaching and Learning – What does a lesson look like?