

School Development Plan

2019 - 2020

Overview and Vision

Cornerstone Alternative Provision has been established to develop and support young people within Cheshire East for whom education has been a challenge. Unconstrained individual development is at the heart of the provision and we confidently offer the support and structures that are needed to enthuse young people. Cornerstone AP will offer all children a focused and bespoke curriculum aimed at inspiring a 'love of learning' in every student.

At Cornerstone AP, we re-engage the disengaged. This is achieved by raising expectations and aspirations, recognising achievements, and acknowledging potential. This demands an individualised whole-education approach, facilitated by small working classes of no more than 10, under trusted adult role models. We want to guide children to recognise their own achievements, by delivering a personalised curriculum that will enable them to return to full time education. This may be a return to their mainstream home school, a new mainstream school or a move to a more specialist provision. In this way, we will prepare them for a world where they can truly realise their full potential. Cornerstone AP is specifically designed to encourage all children to generate their own viewpoints and ideas and to be respectful of and consider the views of others. To achieve this result, we will deliver a complete academic, social, and emotional learning experience through multiple curriculum pathways, reinforced by creating and maintaining safe and stimulating learning environments – and implementing robust systems of behaviour.

Cornerstone AP aims to be a centre of excellence. This will facilitate sharing best practice, and support schools, groups and individuals to develop all children to reach their full potential and become active and effective members of the community, so promoting lifelong learning and individuality where all goals and ambitions are achievable.

School Context

Cornerstone AP is a 20 place 4 - 11 AP. The school serves children from all over Cheshire East. All children have come to us through varying struggles in a mainstream school and all have individual needs. Many of these children are at risk of permanent exclusion and some have been permanently excluded. Many children who attend have a persistent record of absence from their respective schools and thus have not been diagnosed with a range of additional needs such as Autism, Attachment, Dyslexia or ADHD. The vast majority of children who attend Cornerstone AP have suffered trauma or traumas in their short lives and this has a huge impact on their ability to access mainstream education.

Cornerstone AP aspires and always strives to be 'outstanding' in every aspect of a child's education. We have recently been awarded flagship school status for Emotionally Healthy Schools. Although a new provision we are very aspirational in our mission to support as many children as possible providing an aspirational learning environment for all to succeed. Through this passion, we are looking to expand our provision; we will be opening a new site in Haslington to support the Crewe area and in the future we will look to open a third provision near to Macclesfield.

Cornerstone AP prides itself on supporting learners with a wide range of difficulties. All stakeholders identified our values and a continuous commitment to the care, support, and progress of our children. We work very closely with parents, children, home school and other agencies to meet the needs of individuals. Children make progress in all areas particularly, but not exclusively, with their emotional, social and behavioural skills. The ethos is centred on children developing a desire to make progress. Children enjoy attending the provision so their attendance is excellent and so is the progress they make while they attend and continue once they have moved on.

Key Area Overview: Quality of Education

Cornerstone AP wants to develop the quality of education for all children who attend Cornerstone AP, so in all subjects, teaching is outstanding and never less than consistently good. This will lead to almost all children making rapid and sustained progress. Through development and discussion with the Head teacher, members of staff regularly reflect, discuss and define what constitutes effective teaching and learning this being reinforced by policy documentation.

The SDP will help teachers at Cornerstone AP to stay driven and have consistently high expectations of all children, planning intuitively and setting challenging tasks based on accurate assessment of prior knowledge, skills, and understanding. The SDP will lead Cornerstone AP to make sure all lessons are well structured with clear learning objectives and an opportunity for children to evaluate the success of their learning. Consistent development will take place to make sure teachers can systematically and successfully check children's understanding throughout lessons, anticipating where they need to intervene and doing so with notable impact on the quality of overall learning.

Cornerstone AP wants to be proud of the effect that teaching has on every child. We want this document to help us continue and maintain the high levels of progress and progression routes while continuing to deliver a personalised and focused curriculum. Cornerstone AP will develop and nurture the concept of 100% attendance.

RAG Rate	Objective	Time Scale	Success Criteria	Review Notes	Impact
Green	(QE 1) Maintaining and / or improving the quality of teaching across the school	Aug' 20	All teaching is judged to be outstanding and never less than good.	Lessons are continually, informally observed as I am in the classroom all of the time. This includes outdoor education across both sites.	Quality of teaching is consistently outstanding as is the progress the children make while attending Cornerstone. The children attending make accelerated progress and begin to catch up with their peers.
Orange	(QE 2) Consistent approach across both sites, through common language and structures to all learning	Aug' 20	All sites run smoothly and efficiently and quality of teaching, interventions and behaviour support is identical across all Cornerstone sites.	I spend 50% of my time at each site so I know the approach is the same.	Outcomes for children is identical and which site they attend is irrelevant. Ofsted see identical practice across both sites.
Red	(QE 3) Student Intervention are high quality and recorded in a consistent format and is used to inform teaching, progress and reporting	Aug' 20	Interventions are of the highest quality and help the children make rapid progress both in terms of behaviour and academic success.	This area needs work and I need to focus the interventions more closely.	Interventions help the children make rapid progress and are value for money. The interventions target individual specific areas for each child and allow them to overcome their barriers to learning.

Key Area Overview: Personal Development

Cornerstone AP will consistently provide an extraordinary level of care, support, and guidance for children with a, particularly innovative curriculum. The SDP will help continue to develop very effective personalised student assessments and work to meet their needs.

We, at Cornerstone AP, believe we offer an ‘Outstanding’ ethos, curriculum and learning environment to give children every chance of achieving their full potential and the SDP will help sustain this. Through continued development, children will be given every chance to make outstanding progress. Children can arrive in year R to 6 from their current educational establishment, severely behind in their basic skills and we will continue to be relentless in our goals to make sure children make excellent progress from these starting points.

Cornerstone AP promotes real-life learning and is constantly seeking unique ways to engage children and support a cross-curricular vision in core subject areas.

RAG Rate	Objective	Time Scale	Success Criteria	Review Notes	Impact
	(PD 1) Fully map and structure PSED, Personal, Social and Emotional Development Literacy and numeracy curriculums with students showing progress throughout their time at Cornerstone	Aug' 20	All Cornerstone sites follow the same curriculum. Children receive the same diet regardless of which Cornerstone they attend. The Cornerstone curriculum is rich and varied and the envy of other schools.	All students show academic progress. Curriculum followed at both sites	Children make rapid and accelerated progress while they attend Cornerstone and continue this progress once they return to their sending school. The children are engaged and their love of learning is ignited.
	(PD 2) Outcomes are collated and reported to aid in refining practice and interventions with students, home schools and parents understanding what they are achieving.	Aug' 20	Teaching and interventions are targeted and personalised in order for children to make the most rapid and accelerated progress possible.	Teaching is certainly targeted but interventions could be better hence amber.	Children make the best possible progress during their time at Cornerstone. Schools are fully informed about the interventions used and the progress the children are making. Parents are fully informed about their children's achievements and progress.
	(PD 3) Align current practice with the emotionally healthy schools teams and Visyon to aid in assessments made on students and provide additional supporting documentation.	Aug' 20	The health, welfare and needs of the children attending Cornerstone are met with warmth, care and understanding by ALL staff. Interventions and support are well documented and shared with school and home. Guidance is obtained through Visyon.	We are adopting the Visyon well-being plans in Jan. The training has been delivered to Cornerstone staff.	Children make progress towards improving their own well-being and mental health so diminishing or even removing their barriers to learning.

Key Area Overview: Behaviour and Attitudes

An outstanding behaviour culture generated across the school is the main ethos and at the heart of learning. This enables all staff to support children in maintaining 'Outstanding' behaviour across the provisions. Incidents do happen and this is understandable as the children who attend Cornerstone AP have, in many cases suffered significant trauma in their lives. Some children do have problems when in school but this is calmly and readily dealt with making sure there is no disruption to the education of others.

Through rigorous monitoring and improving use of the SDP, Cornerstone AP endeavors to be calm and orderly helping children to manage their behaviour in order to ultimately make spectacular progress. The Staff work on a daily basis to build and maintain positive relationships with the children, time is invested to help children re-establish self-belief, confidence as well as trust in adults and teachers.

Cornerstone AP works tirelessly to be successful in helping the children overcome their particular obstacles to learning. The school promotes a respectful and trusting environment that the children respond to in positive ways and look after the school. Members of staff are constantly with the children throughout the day and maintain positive relationships, acting as powerful role models for children, we practice '*relaxed vigilance*', which neatly sums up our effectiveness in their constant monitoring of children welfare.

RAG Rate	Objective	Time Scale	Success Criteria	Review Notes	Impact
Green	(B&A 1) Consistent quality practice in Safeguarding procedures across both sites with DSLs keeping robust documentation	Dec' 19	All safeguarding concerns are dealt with effectively and quickly. All concerned parties are informed and kept up to speed with developments as needed.	Safeguarding is key to the success of Cornerstone. Daily records are kept on every child, every day. Any incidents are reported to DS	Full wrap around support is provided to all children with seamless interaction between services I.e. social care, counselling services.
Orange	(B&A 2) Develop further parental links to support parents and carers, bringing them into the learning environment	Feb' 20	Half termly newsletter sent out to parents, parental feedback is 100% positive and all feel they have clear open lines of communication. Questionnaires to the child, parents and school are completed and analysed.	Needs to improve. Communication is good between parents and schools but feedback could be improved: Amber	Parents feel fully supported and are able to link with cornerstone staff to highlight ongoing and new issues allowing provision to be mapped against need.
Green	(B&A 3) Common expectations of behaviour are communicated with all learners and dojo is used effectively and consistently	Dec' 20	Weekly dojo summarised for each child. Patterns identified. Behaviour is accurately and consistently reported to parents.	This area is a strength.	Consistency is key to improved behaviour of the children attending Cornerstone. Pinpointing barriers to learning this way will help staff understand triggers and give children strategies to reduce their disruptive and sometimes violent behaviour.
Green	(B&A 4) To work closely with other professionals to share knowledge and best practice.	Dec '20	Cornerstone to work closely with professionals to increase knowledge and understanding of children's needs. Work closely with Psytribe, Visyon and EHS project.	Among the professionals here we also work closely with the LA and Lead FSW's	Children are better cared for and receive better nurture due to the increased knowledge of the Cornerstone staff.

Key Area Overview: Leadership and Management

Cornerstone AP wants to lead creative approaches to education and holistically manages the learning to make sure children succeed. All staff are involved in moving the school forward and sustaining its drive to become an exemplary alternative provision provider, by promoting high ambitions and portraying key role models.

The school leadership is extremely ambitious and expectations are continually being raised to maintain the high levels of education that help to ensure a successful future for the children. Through the effective SDP, the Cornerstone AP hopes to continue to build excellent partnerships with schools and agencies to ensure it accesses the help it needs to support the children fully. Cornerstone AP strives to ensure that all children have positive destinations to work towards promoting SMSC and British Values for independent.

RAG Rate	Objective	Time Scale	Success Criteria	Review Notes	Impact
	(L&M 1) Develop leadership roles in school to support the development of the school leading to consistent support and delegations of roles across school	July '20	Sophie Neilson to gain SENDCO qualification Nathan Bilotta to gain NPQML	Sophie is doing well, Nathan not at the moment. In the new year I'd like to develop the transition role.	All SEN paperwork is completed to the highest standard and done so in an efficient and timely manner. NB to develop his middle leadership skills to improve
	(L&M 2) Development of general practice across school to keep up to date with the new changes to curriculum and policy for schools	Dec '20	Cornerstone is cutting edge in how it responds to change within the education system.	New Ofsted = New SEF	Ultimately curriculum and policy change and the need to respond to changes rapidly will have impact on the staff. Staff need to be aware of changes and respond quickly to these changes.
	(L&M 3) Quality external validation on school working processes through networks with school leaders in partnership schools and through proven practitioners external to the schools everyday working.	Dec' 20	Schools give 100% positive feedback via the Cornerstone questionnaire for their interaction with all aspects of Cornerstone. External validation also reflects this view that Cornerstone is cutting edge and ground-breaking.	I don't feel that I have enough external validation. NB and CW & Local Auth do & Helen Phillips. One gov visit from Fermain	Stakeholders are 100% positive about their interaction with Cornerstone. The reputation of Cornerstone increases and so does its profile thus improving its validation and future.

Cost breakdown per development area:

Teaching, Learning & Assessment	Outcomes:	Behaviour & Safety	Leadership and Management	Total Cost:
£4000	£0	£500	£11000	£15,500