

# School Development Plan



**Cornerstone AP**



Cheshire East

# Introduction

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## YES Trust Priorities

### Instructional Leadership

**Intent:** For all School Leaders (Headteachers & wider SLT) to be Instructional Leaders focused on the 'Instructional Core' as a foundation for strategic whole school leadership.

**Impact:** Through a relentless, dedicated approach to the 'Instructional Core' (Pedagogical approach, curriculum design, student learning skills and assessment) and systematic methodology for Learning and Teaching; Leaders can make strategic decisions and lead through the highest quality learning and Teaching.

#### Success Criteria:

1. All Learning is based on the Inquiry-Based Pedagogical Approach
2. Curriculum is needs-led, with learning resources co-created focused on real-world application
3. Student learning skills are fostered in all learning activities through the overarching areas of inquiry, social and self
4. Assessments throughout the school are both Formative and summative provide real-time context and are both robust and evidence-based
5. Leadership takes a systematic approach to Learn and Teaching, embedding consistent language, a high-quality framework for all lessons, and clear expectations of planning and marking

### Educational Rounds

**Intent:** To fully support the staff team through high-quality support, training, and reflective practice to upskill, reduce workload and develop further creativity in all learning.

**Impact:** Staff works together as a united team focused around core methodology, both within their school context and across the trust schools; departmentally, inter-departmentally, and interschool facilitation will lead to wider exposure of context-based approaches and wider dissemination of quality learning skills in the staff team.

#### Success Criteria:

1. Staff complete 'educational rounds' in triads observing both the learning and pedagogical approaches in a given subject area.
2. All Leaders and those responsible for mentoring entrench the 5 improvement dimensions\* of coaching practice in their peer support (\*Joyce & Showers, Peer Coaching model)
3. High quality internal CPD is both offered and directed to the whole team both in personal school contexts and wider trust context (school to school training)

4. Those whole are on the ECf or trainee teachers are additionally supported through the ECF framework and external partner links
5. High quality External training is on offer and directed, which clearly has an impact on learning development as well as being cascadable.

### **Developing Inquiry-Based Learning and fostering Curiosity**

**Intent** To promote engagement, curiosity, and experimentation

**Impact** By triggering curiosity and activating a child's curiosity, children play a more active role in their learning.

**Success Criteria:**

1. Children develop questions that they are hungry to answer. They develop a problem statement that requires them to pitch their question using a constructed response, further inquiry, and citation.
2. Research the topic using time in class. Children have access to the class teacher who will guide them and model methods of researching reliably.
3. Children present what they've learned. Children should create and present a culminating artifact.
4. Children to reflect on what worked about the process and what didn't. Reflection is key. It's about reflecting on the process itself, metacognition—thinking about thinking. Children will focus on how they learned in addition to what they learned.

## Quality of Education 1: Reading

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**RAG:** ● Amber

**Status:** In Progress

**Cost:** £

**Staff time:** h

**Dates:** 31/08/2020 to 31/08/2022

**Ref:** 2

**Responsible:** DS

**Monitor:** HP

### Success Criteria:

- ✓ 1: There is a robust and effective Reading Development Plan in place which underpins the curriculum (SDP)
- 2: All curriculum maps have a reading element (Curriculum map scrutiny)
- ✓ 3: Reading ages/levels are progressing in line with expected levels (Lexplore/ Key Stage Data)
- 4: Pupils develop and demonstrate the skills to read for purpose and pleasure (Deep dive/Pupil Voice/Lex)
- ✓ 5: All staffed trained in Systematic Synthetic Phonics and strategies for the teaching of reading(CPD/LO)
- ✓ 6: Reading underpins all planning, learning and teaching (LP/LW/LO)
- ✓ 7: Pupils regularly (at least once a week) access the library/reading space (Class Dojo)
- 8: 7) Weekly spellings including common exception words

**Intent:** To embed reading as a Master Skill across the curriculum

**Impact:** Pupils meet at least expected levels of reading, are equipped with the skills to read for purpose and pleasure and are more confident readers able to access the curriculum independently as well as a range of written texts and communications. Pupils overcome barriers to accessing and understanding examination questions leading to better outcomes.

**Monitoring / Evaluation:** -

## Quality of Education 2: Writing

RAG: ● Amber

Dates: 30/08/2021 to 31/08/2022

### Success Criteria:

Status: In Progress

Ref: 106

Cost: £

Responsible: DS

Staff time: h

Monitor: DS

- 1: There is a robust and effective Writing Development Plan in place which underpins the curriculum (SDP)
- 2: 2. All curriculum maps have a writing element (Curriculum map scrutiny)
- 3: Writing ages/levels are progressing in line with expected levels (Key Stage Data)
- 4: Pupils develop and demonstrate the skills to write for purpose and pleasure
- 5: All staffed trained in Systematic Synthetic Phonics and strategies for the teaching of reading
- 6: Writing underpins all planning, learning and teaching
- 7: Weekly handwriting to help children's self-esteem and help consolidate spelling common exception words (want, said etc)

**Intent:** To embed writing as a Master Skill across the curriculum

**Impact:** Pupils meet at least expected levels of writing. Children are equipped with the skills to write for purpose and pleasure and are more confident writers able to access the curriculum independently. Pupils overcome barriers to accessing and understanding examination questions leading to better outcomes.

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Writing Development Plan	DS	03/10/21	Not Completed

## Quality of Education 3: Quality of Teaching

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**RAG:** ● Amber

**Dates:** 30/08/2020 to 31/08/2022

### Success Criteria:

**Status:** In Progress

**Ref:** 3

● **1:** All teaching is judged to be at least Good

**Cost:** £

**Responsible:** DS

✓ **2:** Pupils make at least expected levels of progress

**Staff time:** h

**Monitor:** HP

✓ **3:** Progress measures are embedded into planning and recording

✓ **4:** Data is tracked and monitored, with timely interventions put in place to ensure pupils make progress

● **5:** Where teaching is not Good, this is challenged and measures put in place to enable this to improve.

**Intent:** To maintain/ improve the quality of teaching across the schools

**Impact:** All pupils have access to a high quality, broad and balanced curriculum. Teaching is at least Good and maximises the potential of all pupils by setting goals which stretch and challenge all pupils regardless of backgrounds, abilities or dispositions.

**Monitoring / Evaluation:** -

## Quality of Education 4: Curriculum

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**RAG:** ● Green

**Dates:** 30/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 4

✓ **1:** Curriculum documents are well organised; relevant and support planning.

**Cost:** £

**Responsible:** DS

✓ **2:** Learners' spiritual, moral, social and cultural development is effectively promoted throughout the school day.

**Staff time:** h

**Monitor:** HP

✓ **3:** Staff display a very good understanding of the learning styles of each young person as well as their emotional, communication, and sensory needs.

✓ **4:** The curriculum is broad, relevant and highly personalised.

✓ **5:** Core values are taught through the curriculum

**Intent:** To Implement a robust, broad and balanced curriculum which reflects and fully integrates our core values.

**Impact:** The curriculum is underpinned by quality planning, practice and assessment, with a thematic approach incorporating all subject areas. Each area of the curriculum has a clear intent, strategies for implementation and measurable impact.

**Monitoring / Evaluation:** -

## Quality of Education 5: Interventions

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**RAG:** ● Amber

**Dates:** 30/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 5

✓ **1:** Interventions target the gaps in knowledge and understanding for core subjects.

**Cost:** £

**Responsible:** DS

✓ **2:** Interventions are directed at individuals or small groups.

**Staff time:** h

**Monitor:** DS

✓ **3:** The attainment gap is narrowed for the majority of children who attend the provision for core subjects.

✓ **4:** Interventions are closely monitored by the class teacher for effective delivery.

✓ **5:** Rigorous monitoring and use of data to help inform best practice and develop individual and small group interventions.

**Intent:** To help children narrow the attainment gap and move closer to their peers.

**Impact:** Interventions target the gaps in attainment and help children move closer to age related expectations.

**Monitoring / Evaluation:** -

## Behaviour and Attitudes 1: Safeguarding

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**RAG:** ● Green

**Dates:** 01/09/2020 to 31/08/2022

### Success Criteria:

**Status:** In Progress

**Ref:** 9

**Cost:** £

**Responsible:** DS

**Staff time:** h

**Monitor:** HP

- ✓ **1:** An environment is created in school in which staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- ✓ **2:** Children know that there are adults in the school whom they can approach if they are worried.
- ✓ **3:** Children are be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- ✓ **4:** Staff members working with children maintain an attitude of 'it could happen here' where safeguarding is concerned.
- ✓ **5:** When concerned about the welfare of a child, staff members always act in the interests of the child, creating a culture where Safeguarding is everyone's responsibility.
- ✓ **6:** Daily reports are completed by staff for every child. These reports may be used to piece together the jigsaw of child safeguarding.
- ✓ **7:** All safeguarding concerns are logged onto Cpoms and the DSL or Deputy DSL notified.

**Intent:** Cornerstone is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**Impact:** All children who attend Cornerstone feel safe and happy. All safeguarding concerns are dealt with quickly and effectively. All children who attend the school are listened to and all safeguarding concerns are addressed effectively.

**Monitoring / Evaluation:** -

## Behaviour and Attitudes 2: Expectations

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RAG: ● Green

Dates: 31/08/2020 to 31/08/2022

### Success Criteria:

Status: In Progress

Ref: 10

Cost: £

Responsible: DS

Staff time: h

Monitor: HP

- ✓ 1: Relationships among learners and staff in every part of the school reflects a positive and respectful culture and climate.
- ✓ 2: Cornerstone is a learning environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
- ✓ 3: Learning walks show that behaviour for learning is consistently good or better in all classes.
- ✓ 4: Displays promoting key messages about behaviour, safety and mental health are visible around all areas of the school.
- ✓ 5: Use of 'Golden Rules' non-negotiables evident in every class.
- 6: Learning walks and pupil feedback show that pupils are resilient learners and use errors and mistakes as learning opportunities.

**Intent:** To ensure consistency in behavior across sites and all year groups so that the behaviour non-negotiables are adhered to by all and pupils feel safe and happy.

**Impact:** All staff to have high expectations for learners' behaviour and conduct and they apply these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.

**Monitoring / Evaluation:** -

## Behaviour and Attitudes 3: Outside Agencies

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**RAG:** ● Green

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 11

✓ **1:** Professionals work with children attending the provision and help them with their mental health and well-being.

**Cost:** £

**Responsible:** DS

✓ **2:** Access support from Educational Psychologists to help build Individual Progress Plans

**Staff time:** h

**Monitor:** HP

✓ **3:** CEAT offering support and guidance for children with ASC.

✓ **4:** Visyon to work along side staff to help children improve their mental well-being

✓ **5:** Social services support families and safeguard children who may be at risk of harm.

✓ **6:** Outside agencies are utilised and deployed quickly when needed.

**Intent:** To utilise the knowledge and expertise of outside agencies to help children attending Cornerstone, both academically and with their mental health and well-being.

**Impact:** Some children with special educational needs & disabilities, may need additional support from professionals outside of the school setting to achieve a successful learning journey. These professionals will be able to bring their specialism to the Cornerstone setting.

**Monitoring / Evaluation:** -

## Personal Development 1: Behaviour Tracking

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RAG: ● Green

Dates: 31/08/2020 to 31/08/2022

Success Criteria:

Status: In Progress

Ref: 12

- ✓ 1: All staff complete the PSD trail and an average is found.
- ✓ 2: The average PSD 'score' is then inputted into the Boxall profile. The resulting report then feeds into the Individual Progress Plan.
- ✓ 3: The IPP focuses on the three key areas of PSD for each child. All staff are aware of these three key targets. The Three key targets are reviewed after six weeks.
- ✓ 4: After six weeks the PSD is completed again and the results inputted into the Boxall profile. The results then lead the second cycle of IPP.
- ✓ 5: Children make progress with their PSD and mental health and well-being.

Cost: £

Responsible: DS

Staff time: h

Monitor: DS

**Intent:** All staff complete the Personal and Social Development Tracker for all children attending the provision.

**Impact:** PSD tracking allows staff to celebrate areas of success and develop areas for development with a child's personal and social development.

**Monitoring / Evaluation:** -

## Personal Development 2: Reflection

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RAG: ● Green

Dates: 31/08/2020 to 31/08/2022

Success Criteria:

Status: In Progress

Ref: 7

- ✓ 1: Children participate in twice daily reflection times.
- ✓ 2: Children are able to share and celebrate their achievements.
- ✓ 3: Children gain a greater understanding of their own mental health and behavior and are able to make improvements in any negative behaviour.

Cost: £

Responsible: DS

Staff time: h

Monitor: DS

**Intent:** Children actively participate in daily reflection.

**Impact:** Children are able to recognise their strengths and areas for development. They are able to celebrate their strengths and work on their areas for development.

**Monitoring / Evaluation:** -

## Personal Development 3: Parental Engagement

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**RAG:** ● Amber

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 8

✓ **1:** Communication between school and parents is improved through Class Dojo, texts, emails, half termly newsletters, phone calls and face to face meetings.

**Cost:** £

**Responsible:** DS

● **2:** Dedicated teaching sessions are planned and delivered to encourage parents/carers to come into school

**Staff time:** h

**Monitor:** DS

● **3:** Dedicated teaching sessions to improve relationships between school, child and parents.

● **4:** Parents actively encourage children to succeed both academically and emotionally.

**Intent:** Increase parental involvement in all aspects of children's learning and well-being.

**Impact:** Parents are well informed about their child's progress, both academically and social, emotional and mental health. Communication between Cornerstone and parents is improved. Parents spend time in school with their child during dedicated teaching sessions, both indoor and outdoor.

**Monitoring / Evaluation:** -

## Leadership and Management 1: External Validation

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**RAG:** ● Green

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 13

✓ **1:** All areas of the school are independently validated by the SIP.

**Cost:** £

**Responsible:** DS

✓ **2:** All areas of the school are independently validated by the Trust Director of Education.

**Staff time:** h

**Monitor:** HP

● **3:** All areas of the school are independently validated by the Trust CEO.

● **4:** Ofsted conduct a section eight inspection once the provision has gained Independent School Status.

**Intent:** The school is externally and independently moderated.

**Impact:** Current performance of the school is agreed with strengths and areas for development identified. Areas of improvement are then strengthened by the Head teacher, staff and trust.

**Monitoring / Evaluation:** -

## Leadership and Management 2: Teacher Development

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**RAG:** ● Amber

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 14

**Cost:** £

**Responsible:** DS

**Staff time:** h

**Monitor:** HP

- ✓ **1:** Unqualified teachers produce a portfolio of evidence to show their consistency in meeting the Teachers' Standards and gain QTS status through an approved route, verified by external Assessors.
- ✓ **2:** Newly Qualified Teachers complete an induction period, producing relevant documentation to map their continued progress against the Teachers' Standards and early Career framework
- ✓ **3:** CPD needs whole school and individual are identified; a rolling programme of focused CPD is in place
- ✓ **4:** Teaching and Learning is monitored by SLT and ELT
- ✓ **5:** CPD needs are identified through learning walks and lesson observations.

**Intent:** To develop the skills and attributes of all staff teaching at Cornerstone, resulting in all teaching being at least Good and often Outstanding.

**Impact:** High quality teaching and intervention ensures all pupils receive a quality education with improved outcomes. CPD is ongoing, focused and relevant. All staff are upskilled regularly.

**Monitoring / Evaluation:** -

## Leadership and Management 3: Cornerstone Expansion

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**RAG:** ● Green

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 15

✓ **1:** Total numbers of children accessing the provision rises from 16 to 24.

**Cost:** £

**Responsible:** DS

✓ **2:** New premises are secured to house additional pupils.

**Staff time:** h

**Monitor:** HP

✓ **3:** Cornerstone strategies and resources formally shared with schools across the Authority

● **4:** Outreach interventions and strategies fully embedded into practice and evident in schools

**Intent:** To build on the success of Cornerstone and expand the provision to meet the needs of further vulnerable pupils.

**Impact:** A significant increase in the number of vulnerable pupils able to access the provision. Outreach increased to span more schools, providing early identification of needs and intervention.

**Monitoring / Evaluation:** -

## Leadership and Management 4: LSB

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**RAG:** ● Amber

**Dates:** 30/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 18

✓ **1:** Reports are regularly prepared and presented to the LSSB for scrutiny and discussion

**Cost:** £

**Responsible:** DS

✓ **2:** Board members have a wide and broad range of skills and attributes.

**Staff time:** h

**Monitor:** HP

✓ **3:** There is a full complement of board members

● **4:** All board members receive relevant up to date training

● **5:** There is a skills and attributes matrix in place

✓ **6:** LSSB members make termly visits to schools

**Intent:** To develop and maintain a fully functional Local Support and Scrutiny Board.

**Impact:** The LSSB will support the Headteacher and provide challenge for outcomes across the school, ensuring that all pupils have the opportunity to realise their full potential. Effective governance will assist school performance through robust accountability.

**Monitoring / Evaluation:** -

## Leadership and Management 5: CPD/Outreach

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**RAG:** ● Green

**Dates:** 31/08/2020 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 20

✓ **1:** Cornerstone staff deliver training to teaching professionals in house and across the trust.

**Cost:** £

**Responsible:** DS

✓ **2:** Teachers and Teaching Assistants improve their knowledge and understanding of working with children who have suffered trauma.

**Staff time:** h

**Monitor:** HP

● **3:** Professionals have a better understanding of trauma informed practice.

✓ **4:** Practitioners are able to reflect on their practice

● **5:** The skills and expertise of Cornerstone is widely accessed.

**Intent:** For staff to share their own best practice with other teaching professionals.

**Impact:** Cornerstone staff share their knowledge and expertise with other teaching professionals within and outside of Cornerstone Academy. This will increase teachers and teaching assistant knowledge, understanding and skills when working with children who may have suffered trauma or have an underlying medical condition which is a barrier to learning.

**Monitoring / Evaluation:** -

## Leadership and Management 6: Guest SLT Positions

**RAG:** ● Amber

**Dates:** 31/08/2020 to 31/08/2022

### Success Criteria:

**Status:** In Progress

**Ref:** 103

✓ **1:** Leadership is developed and strengthened within the organisation.

**Cost:** £

**Responsible:** DS

● **2:** Guest SLT members will develop their own leadership within the school.

**Staff time:** h

**Monitor:** HP

✓ **3:** Should anything happen to the Headteacher, there will be a second layer of leadership in place to take over the day to day running of both sites.

✓ **4:** Empowering the individuals and giving them an opportunity to take leadership positions in their areas of expertise

● **5:** Staff to enroll on National Professional Qualification for Middle Leadership (NPQML)

**Intent:** To create two temporary leadership positions within the Cornerstone Academy structure.

**Impact:** Guest SLT positions will give the rest of the staff an initial point of contact should advice or guidance be needed.

The guest SLT positions will be able to help the Headteacher with the strategic development of the academy in terms of policy, practice, and curriculum.

When individuals feel that they have an impact on the organisation and that they have some power and responsibility, they have a greater desire for success.

### Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
NPQML	DS	03/10/21	Not Completed

## Leadership and Management 7: Transition Support

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**RAG:** ● Red

**Dates:** 01/09/2021 to 31/08/2022

**Success Criteria:**

**Status:** In Progress

**Ref:** 107

**Cost:** £

**Responsible:** DS

**Staff time:** h

**Monitor:** DS

- **1:** A greater understanding of the children entering Cornerstone, both in terms of academic ability, and their social, emotional and mental health needs.
- **2:** Lead teacher will work closely with the referring school to agree baseline for academic levels.
- **3:** Lead teacher will work closely with the referring school to agree baseline for the Boxall profile
- **4:** Lead teacher liaises regularly with home school to update of children's progress while they are attending Cornerstone.
- **5:** Lead teacher organises visits from key staff members from the home school to have regular contact with the child attending Cornerstone.
- **6:** Lead teacher to arrange the transition back to the home school

**Intent:** Lead teachers to guide the transition into and out of the Cornerstone academy.

**Impact:** The lead teacher will play a pivotal role in the transition of children into and out of the academy. This will lead to increased knowledge and understanding of the children entering Cornerstone and with the lead professional guiding the exit, a smooth transition out of the academy.

**Monitoring / Evaluation:** -