



Piper Centre

SDP 2023 - 2024

Context

Willow Primary Academy is an urban community school on the outskirts of the city of Gloucester. There are 3 classes in The Piper Centre, a Specialist Resource Centre, which caters for children with ASD and Communication and Interaction Needs. The children receive a bespoke and adapted curriculum based on their individual special educational needs. The Piper Centre and Willow Primary Academy work together and plan joint events, where possible. The educational experience for the children and assessment processes are commensurate with their complex needs. The majority of the children in The Piper Centre do not live in the local community. The school was graded inadequate at its last Ofsted (May 2018) but was academised in April 2021 and became part of SAND Academies Trust.

We have strong school values, centred around the word PRIDE (Positivity, Respect, Individuality, Determination and Excellence), which are embraced by all members of the school community. They drive everything that we do.

We PRIDE ourselves on being warm, welcoming and nurturing which helps to generate an inclusive environment. We have high aspirations for all of our learners, no matter their own individual starting point. We provide a supportive and adaptive environment to ensure that children achieve their full potential. Children have a low starting point on entry to school. A high proportion of children come from disadvantaged backgrounds, therefore we provide comprehensive and timely family support. We recognise the importance of placing high priority on parental engagement and support.

Pupil numbers have significantly increased since September 2022. We have 10 additional places in The Piper Centre and Willow Primary Academy has increased by 41 pupils.

A new leadership formed in September 2022, after the appointment of a new Headteacher and two new Assistant Headteachers. Progress has been strong over the last academic year, as evidenced through SIP Reports. We have a strong and involved Local Advisory Board, which have a range of educational experiences, who provide both support and challenge.

Additional Note: Covid-19

The school and its pupils, staff and families have gone through an unprecedented time in the past 2.5 years. The long-term effects of the pandemic are not yet known, but we know the pandemic has been hard for many of our stakeholders and especially difficult for some pupils returning to school, because of the changes in the school's expectations and environment. As leaders, we still find ourselves in a constantly fluid situation, as evidenced in Ofsted's *Covid-19 Nov 2020 Briefing*, needing to remain constantly vigilant and responding to situations daily. Much time has been spent on activities that are directly or indirectly related to Covid-19, which has taken place at the expense of the 'strategic'. We know that remaining fully open throughout the pandemic and continuing to provide our usual curriculum/remote learning, alongside the recovery curriculum, has supported our school's recovery through the transition period. In school we will continue prioritising our young people's wellbeing and personal development alongside academic success. This year we will continue to identify gaps in learning and put in place

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additional support, where needed, to help pupils catch up academically as well as to improve their readiness for learning. We will also continue to support our pupils' mental health and wellbeing in school with appropriate interventions and offer opportunities to continue their personal development, including activities in the local community and wider experiences that have, until now, been constrained by Covid-19.

Three Year Aims 2023 – 2026

- Driven by dynamic governance and strong leadership, the school will continue to develop a strong and resilient structure, where each child is a powerful learner and adults can learn and develop as teachers and leaders.
- Our response to external factors allows us to maintain our innovative and inspirational provision.
- Our school will be externally validated through its next Ofsted inspection at least as a 'Good' provision

School Improvement Priorities September 2023 - July 2024

1. To ensure that a specialised curriculum is fully embedded that meets the needs of all learners within The Piper Centre
2. To further enhance a robust method of data collection for pupil progress that includes EHCP targets
3. To stabilise and enhance the knowledge and skills of the staff team in curriculum and SEND
4. Continue to monitor and reduce absence and persistent absence
5. Enhance provision for maintaining staff health and wellbeing.
6. Further enhance parental engagement to support the attainment and progress of the pupils.

Statement about when the SDP targets are reviewed:

- Weekly check in on SDP with Headteacher and HoC
- Formal review of SDP at monthly SLT meetings
- Reviewed at each LAB Meeting (six times per year)
- LAB Link for each priority to meet with HoC as per Governor Monitoring Schedule



Priority 1

Research used: [EEF Preparing Literacy Guidance](#) [EEF Literacy KS 1 Guidance Report](#), [EEF The Reading House](#) [EEF School Planning Guide 2022-23](#) , [EEF Special Educational Needs in Mainstream Schools Guidance Report](#), [EEF Maths EY & KS1 Guidance Report](#)

Area to be developed and its derivation: *Quality of Education, Leadership and Management, Behaviour and Attitudes*

Target: To ensure that a specialised curriculum for communication, reading, writing and maths is fully embedded that meets the needs of all learners within The Piper Centre

September 2023 - Where we are starting from: The curriculum framework has been developed and agreed by SAND Head of Teaching and Learning, SIP, Head Teacher. Programmes of study have been identified. Communication and phonics practice is well-established for Teachers. LP team require CPD in all aspects of SEND and curriculum delivery.

Leader: Mandy Walton

Link on LAB: Laura Stephens

Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Implement, embed, and consolidate new core subject pathways in centre for all pupils, including sequential learning, and key concepts - Ensure staff are upskilled appropriately in these new pathways to deliver the best outcomes confidently and effectively for all pupils - Ensure effective subject leadership of the core subjects to support quality of education - Monitor the use of all identified programs for the core subjects and the impact on progress - Increasing pupil motivation and engagement in their learning 	<p>Pupils make progress because the teaching is structured and sequential and matched to individual pupil needs / levels and baseline assessments.</p>	<p>Pathways for communication, reading, writing and maths Core subjects successfully embedded and monitored Triangulation of monitoring – lesson visits/learning walks/face to face book looks Improved quality of teaching for all pupils across the centre within core subjects HT reports to LAB/Trustees Children’s progress on Earwig</p>



Priority 1

Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023	December 2023	Identify a lead for all Core Subjects and appropriate release time	MW	None	<ul style="list-style-type: none"> Leads identified for English, Maths, PSHE. Actions and timeline identified during appraisal process
September 2023	December 2023	All core subjects have a full overview of their subject which details intent, implementation and impact	Subject Leaders	Release time	<ul style="list-style-type: none"> Whole curriculum overview complete. This includes English and Maths – To be amended following recent Ofsted feedback Detailed subject specific to be written alongside subject lead later in the year.
September 2023	December 2023	All classes to have an overview for all core subjects, indicating the pupils' current assessment levels, pathways and resources used, including high quality structured interventions.	Class teachers	Purchase appropriate resources	<ul style="list-style-type: none"> Resources and programmes now in place for English and Maths following review in September. Earwig baseline data completed to inform Individual Pupil Learning Plans both for core and EHCP small steps.
September 2023	July 2024	All staff to complete training session to understand how the pathway links identified programmes	MW Subject Leaders	Training time	<ul style="list-style-type: none"> Maths pathway and programme – Training for Teachers and all staff – Inset Early phonics pathway cross referenced to English Hub supported pathway – training attended by English Lead
September 2023	July 2024	Subject Leaders to support HoC in implementing, embedding, and monitoring of core pathways <ul style="list-style-type: none"> - Identify further staff training needs and link to CPD for 2023-2025 academic year. - Enable teachers to assess and develop children's core skills - Opportunities for teachers to moderate core subjects ensuring consistency of approach 	MW Subject Leaders	Staff meeting time	<ul style="list-style-type: none"> Actions and timeline identified during appraisal process for Subject Leads Maths Lead attending Can Do conference with Paternoster Maths Lead English Lead attending Mangotsfield Early Phonics. Visit to Centre agreed – date to follow.
September 2023	December 2023	Set teachers up with online resources for programmes. Identify and purchase appropriate resources and use these to plan and deliver sessions	MW Subject Leaders	Purchase appropriate resources	<ul style="list-style-type: none"> Online resources in place for White Rose/Power Maths NC recommended texts purchased for key year groups including additional PSHE



January 2024	July 2024	Ensure collaborative working between Willow and Piper Centre subjects leaders to share practice and identify areas for development	Subject leaders	Release time	
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Priority 2

Research used: [The Key Assessment approaches in special schools](#) , [TES SEND data in schools](#) , [The Key Assessment approaches in special schools](#) , [EEF Implementation Guidance Report](#) ,

Area to be developed and its derivation: e.g.,

Target: To further enhance a robust method of data collection for pupil progress that includes EHCP targets

September 2023 - Where we are starting from: Several data collection methods were considered and introduced during 2022-2023 none of which fulfilled the needs of pupils in centre. Earwig has been purchased and set up to introduce in September 2023

Leader: Mandy Walton	Link on LAB: Wendy Ward	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Implement and embed a robust system of data collection using Earwig - Upskill all staff on the daily use Earwig - Upskill teachers on the use of Earwig to inform regular pupil progress meetings - Moderate teacher assessment internally and externally - Using the data collection to inform parents in a timely fashion of pupil progress 	<ul style="list-style-type: none"> - Accurately evidence all pupil progress which help to inform next steps ensuring that assessment is robust - Integrate pupil progress to identify gaps in learning at either whole class, pupil group or individual level - Integrate the EHCP outcomes within the learning pathways 	<ul style="list-style-type: none"> - Reporting to parents giving robust information which is consistent across the Centre - Reports to LAB

Priority 2						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
July 2023	September 2023	Software set up on mobile devices - iPad and class mobile per class, teacher laptops	IT Team	None	<ul style="list-style-type: none"> • Achieved 09.23 	
September 2023	September 2023	Baselines in place for core subjects and EHCP data for all pupils	Class teachers	Release time Staff meeting time	<ul style="list-style-type: none"> • Pupil data has been input. Baselining facility not enabled by Earwig team on initial set up (Piper Centre is part of new product trial of Earwig Lite) • Baselining achieved 10.23 	



October 2023	October 2023	Baselines in place for all other pathways for all pupils	Class teachers	Release time Staff meeting time	<ul style="list-style-type: none"> Achieved 10.23
October 2023	October 2023	EHCP small steps reported to parents using Earwig	Class teachers	None	<ul style="list-style-type: none"> Achieved during Parents Evening 23.10 & 25.10.23
October 2023	July 2024	Moderation of evidence at Teacher meetings	Class teachers	Time in teachers meetings	
November 2023	December 2023	Training for LP team to input and upload appropriate data	MW	Release time	<ul style="list-style-type: none"> Teachers modelling and supporting to upload evidence with LP leads. On-going
December 2023	July 2024	Pupil progress reported to HT and LAB from Earwig three times a year (December, April and July)	MW	None	
January 2024	April 2024	Training from Earwig for teachers to generate reports and integrate pupil data	MW	Additional training cost	<ul style="list-style-type: none"> EHCP small step reports generated for parents 10.23 Pupil Current Learning Steps in pupil folders for staff reference.
July 2024	July 2024	End of year curriculum report generated from Earwig	Class teachers	None	



Priority 3

Research used: [EEF School Planning Guide 2022-23](#), [EEF Guidance Report Making Best Use Of TAs](#), [EEF Effective Professional Development Guidance Report](#), [EEF Special Educational Needs in Mainstream Schools Guidance Report](#).

Area to be developed and its derivation:

Target: To stabilise and enhance the knowledge and skills of the staff team in curriculum and SEND

September 2023 - Where we are starting from: Transient staff team for LPs and Teachers throughout 2022-2023. Training in curriculum and SEND carried out during the year has been lost to Centre. New staff team consists of several LPs with limited previous experience of working within educational settings.

Leader: Mandy Walton	Link on LAB: Laura Stephens	
Objectives	Success Criteria/Child Benefit	Evidence of success
- To enhance SEND and curriculum knowledge and skills within the staff team and further embed consistency of approach	- Pupils receive the best education and support from all staff and make progress to achieve their potential.	- CPD Records - Pupil progress through Earwig - Learning walks / lesson visits - Appraisal records - Staff communication book

Priority 3						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
September 2023	September 2023	Develop a CPD Plan for The Piper Centre for the LP Team	MW	Release time	<ul style="list-style-type: none"> Trial of recorded online training sessions available from SAND – on-going Identification of LP training requirements and priority – Learning walks 	
September 2023	September 2023	Identify appropriate staff to lead the CPD program	MW	Materials prep time	<ul style="list-style-type: none"> Subject Leads, SAND staff approached 	
October 2023	April 2024	Deliver the CPD Program to the LP Team	MW	Training release time		



April 2024	April 2024	Evaluate the CPD program	MW	None	
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Priority 4 Research used:	Area to be developed and its derivation: Behaviour and Attitudes Target: Continue to monitor and reduce absence and persistent absence with a particular focus on Year 5.
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September - Where we are starting from: Attendance has improved during 2022 – 2023 but this has not been consistent in all years groups.

	Attendance		Persistent Absence	
	2021-2022	2022-2023	2021-2022	2022-2023
Whole school	90.64%	92.41%	25%	20%
Mainstream	90.97%	93.1%	27.1%	18.52%
Centre	88.6%	88.9%	14.29%	28%

Leader: Nikki Hendry	Link on LAB: Laura Stephens	
Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Create a culture where there is shared responsibility of raising attendance and punctuality. - Increase the understanding of parents and children that attendance impacts upon attainment and progress. - Continue to strive for attendance of 97% or above 	<ul style="list-style-type: none"> - Attendance continues to improve on an upward trajectory throughout 2023 – 2024. - A reduction in the number of children that are classified as PA. 	<ul style="list-style-type: none"> - Data analysis including attendance and attainment - Updated attendance policy - Evidence of school challenging parents with low attendance, CPOMS entries - LAB visits

Priority 4				
Timescale	Key Actions			Evaluation/Impact



Start	End		Person responsible	Resources/ Cost	Spring/Summer Review
September 2023		Start of September 2023 for the profile of attendance to be shared with all staff, the increased expectations, focus on 97% + attendance, introduce each class that gets 97% attendance per week gets 10 minutes extra playtime or class agreed activity and winning class gets 15 minutes per week. Raffle tickets per term for all pupils with 97% attendance get 3 tickets and 95% 1 ticket and the tickets stay in to accumulate with attendance prizes. Termly attendance bears to be won, certificates and 100% attendance for the year trophy to be won.	NH/DA		
September 2023		Attendance policy to be relooked at by the SAND Trust in line with Gloucestershire County Council.	NH		
September 2023		Introduce a visual graph in all junior classrooms for individual pupil absences.	DA		
October 2023		Data analysis of 95% below to be monitored and support actioned to prevent pupils becoming Persistent Absentee.	NH/DA		
October 2023		Termly Persistent absentee meetings to be held with attendance leads and centre manager to analyse data and next steps to support families, help increase attendance.	NH/DA		
October 2023		Y5 to be a focus group due to lowest class attendance 2022-2023 and poor parental engagement. SENDCO and DSL to meet with key parents to share attendance concern, attainment concern and to create an action plan to support and increase attendance and attainment results	NH/BG		



Priority 5		<i>Area to be developed and its derivation: Leadership & Management</i>	
Research used: e.g.,		Target: Enhance provision for maintaining staff health and wellbeing	
<i>September - Where we are starting from: a working party was established in October 2022. The working party met once but did not have the impact anticipated. More rigour is needed for September 2023 to ensure we are addressing the needs of staff. When making decisions we always consider teacher workload to ensure that we are supporting staff in reducing their workload.</i>			
Leader: Pete Hales		Link on LAB: Angela Jarvis	
Objectives	Success Criteria/Child Benefit	Evidence of success	
<ul style="list-style-type: none"> - Hold frequent meetings of wellbeing working party with appropriate feedback to staff. - Improve the working space for PPA. - Improve the quality of the staff room. - Implement a social calendar for staff team building events. - Implement staff circles. - Provide additional subject leadership release time, when needed. 	<ul style="list-style-type: none"> - Staff survey linked to wellbeing shows improvement. - Staff absence is reduced. - Maintain high rates of staff retention 	<ul style="list-style-type: none"> - Minutes of meetings - Staff survey linked to wellbeing - Absence data 	

Priority 5						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
September 2023	July 2024	All meetings of Working Party to be documented and recorded so that information can be shared with staff	PH	None		
September 2023	September 2023	Develop a social calendar for staff team building events	PH	None		
November 2023	November 2023	Working Party to look at the working space for PPA to improve this and produce a proposal for development to be sent to SAND	PH	Cost of proposal		
December 2023	December 2023	Working Party to develop a proposal for the improvement of the staff room to be sent to SAND	PH	Cost of proposal		



January 2024	January 2024	Working party to review practices and procedures to evaluate where improvement can be made to lessen the impact of employees' workload	PH	None	
September 2023	July 2024	PH to engage with training provided by The Restorative Lab who will deliver a programme of relational and restorative leadership training and development.	PH	Funded training	
September 2023	July 2024	Clear monitoring schedule in place to provide subject leaders with notice of time needed for monitoring. Subject Leaders encouraged to request additional time if needed	PH	Cover costs	



Priority 6

Research used: [EEF: Parental Engagement](#), [EEF: Working with Parents to Support Children’s Learning](#), [Sutton Trust: Engaging Parents](#), [Parent Kind: Parental Participation Training for Schools](#), [DFE: Review of Best Practice in Parental Engagement](#)

Area to be developed and its derivation: *Quality of Education, Behaviour & Attitudes, Personal Development, Quality of Education for Early Years*

Target: Further enhance parental engagement to support the attainment and progress of the pupils.

September - Where we are starting from: We have some parents that are every committed to their child’s education and this is evidenced in their school attendance, progress and attainment. We have some parents, that for whatever reason, do not value education and therefore do not ensure that children attend school regularly and do not support with homework and such like. Therefore, most of these children are falling behind their peers and not making expected progress.

Leader: Nikki Hendry

Link on LAB: Angela Jarvis

Objectives	Success Criteria/Child Benefit	Evidence of success
<ul style="list-style-type: none"> - Assess the needs of the school community to implement and embed a robust parental engagement strategy. - Improve home school links so that there are improvements in completion of homework, learning behaviours and attendance. - Implement program of academic drop ins and coffee mornings to support parents with their child’s learning. - Make parental surveys accessible and inclusive to the whole school community. 	<ul style="list-style-type: none"> - More parents show that they have an understanding of their child’s education and know their responsibility for supporting them to succeed. - Levels of parental engagement are improved. - Progress and attainment of pupils’ is increased. - Attendance at school is increased. 	<ul style="list-style-type: none"> - Attendance at parents’ evenings - Attendance at drop ins and coffee mornings - Data analysis - Surveys from parents and pupils



Priority 6					
Timescale		Key Actions	Person responsible	Resources / Cost	Evaluation/Impact
Start	End				Spring/Summer Review
September 2023		Ensure 100% of parents are actively using class dojo for school communications.			<ul style="list-style-type: none"> 100% sign up for Piper Centre but 1 family not responding to messages
September 2023		Calendar of parental events and drop ins across the school year			<ul style="list-style-type: none"> Parents Evening 25/27 families engaged through face to face or phone meeting 0 attendance at coffee morning drop ins so far. Response: HoD suggested initial parental meeting to establish what parents would value for future sessions promoted through Newsletter
September 2023		Ongoing liaison with parents and support of breaking down any potential barriers between teaching staff and parents (Family support team available at key times), offer any meetings, home visits etc.			
September 2023		New pupil starting after September 2023, home visits to all new pupils with a completed home visit form- https://sandmat.sharepoint.com/:w:/r/sites/Willow/Shared%20Documents/Staff%20Information%20Area/Home%20visits/Home%20visit%20of%20in%20year%20transfer%20pupils.docx?d=w8a82dec0aafe4d429a1a7e7ee71eb27f&csf=1&web=1&e=ViGbrW			
September 2023		Parent surveys to be generated at parents' evenings and completed by staff, whilst parents are waiting to make this accessible to all.			

