

2023-2028

Vision and School Development Plan

*School Vision, written in collaboration with whole school priorities identified within last Ofsted and SEF process, and stakeholders' views. Five -year overview plan aimed at making the Vision a reality. Detailed plans, focusing on four key growth areas. Supporting action plans 2023-24 with achievable goals aimed at moving towards to the final Vision. Future action plans added annually.*

**Working and Learning Together  
To Achieve Our Best**

## **Three growth areas have been identified**

### **1 Enabling Mapledown learners, their families and staff to be successful.**

Mapledown school will offer high quality opportunities for both the learners, their families and the staff, which is focused on achievement and personal development, and preparing for adulthood, particularly for Post-16 cohorts. Enabling everyone to be successful by providing the highest quality teaching and using technology and innovative strategies to overcome barriers to learning. Enabling everyone to be active and engage in competitions internally and externally.

### **2 Supporting all stakeholders, including adult providers to enable inclusive opportunities for the students who are attending or leaving Mapledown.**

Mapledown school will support local organisations, companies and businesses as well as colleges to be inclusive and able to recognise and meet the needs of our students. Ensuring transition to community resources and adult life supports our learners to continue to use the skills they have learnt while at Mapledown.

### **3 Planning for the long term sustainability of the school.**

Exploring better models of working which push the boundaries of success by collaborating with other schools and settings. Mapledown school will support and work in collaboration with other schools and settings ensuring we deliver the highest quality teaching and outcomes for all learners, as well as good value for money and exceptional governance.

# 1

## Growth area 1

### Enabling everyone at Mapledown to be successful

Mapledown school will offer high quality opportunities for both their learners and the staff, which is focused on achievement and personal development. Enabling everyone to be successful by providing the highest quality teaching and using technology and innovative strategies to overcome barriers to learning.

#### By the end of 2028

- 90% of learners will exceed expectations
- All learners make at least expected progress
- Mapledown staff will be able to demonstrate exceptional teaching
- All staff are skilled and competent in all aspects of their job
- Many staff members are able to train staff to use a range of strategies, procedures and use of equipment
- All governors understand their roles and responsibilities
- All parents are able to support their child's learning at home
- All 19 yr olds have had opportunities to learn the skills required to be as independent as possible enabling better access to adult activities

#### By the end of 2027

*As 2026 plus*

- 80% of learners will exceed expectation
- All teachers are able to assess their students and devise effective lessons which build on prior attainment
- Teachers have developed specialisms and are able to provide their class with a high level of expertise
- All teachers have the skills they need to be able to support all new support staff in their class ensuring they have the skills required to meet the needs of the class
- Support staff are competent and able to support in all classes across their zones and some across the school
- Parents are able to recognise the rights of their child and are able to hold professionals to account

#### By the end of 2026

*As 2025 plus*

- 65% of learners will exceed expectation
- More accurate assessment and better curriculum ensure personalised teaching for all learners

- Training is focused on developing leadership pathways for teachers and experienced support staff
- All Learning Zone leads have the confidence and competence to challenge under performance, lead induction and review meetings
- Parent workshops are focused on teaching and how to ensure targets are worked on at home
- Some home visits are offered to support some parents to be able to develop strategies at home

**By the end of 2025**

*As 2024 plus*

- 50% of learners will exceed expectation
- Collaboration with health professionals ensures learners attendance improves
- Target setting for learners is more accurate and appropriate
- Evaluation and reflection of curricula ensure all aspects of curricula are effective
- Evaluation and reflection of assessment tools ensures staff are not duplicating evidence
- Therapists support the development of staff competencies
- All class based staff are competent in all strategies, processes and teaching methods within their class
- Induction package reviewed, changes made and final document offered to other schools as program of study
- Curriculum reviewed and modified as needed
- Training focused on developing successful teaching which can be shared with others
- Learning Zone leads guide and support teaching in their department
- Experienced support staff help train new staff and provide mentor support
- Governors are able to recognise achievements and hold school to account if necessary based on secure understanding of statutory requirements
- Parent workshops are focused on child development in reasons why their child has difficulty with aspects of learning

**By the end of 2024**

- 40% of learners will exceed expectation
- All learners have access to a curriculum which is appropriate and focused on prior learning
- All learners achievements are easily identified through clear evidence, and assessment informs teaching, with clear links to the curriculum
- All learners have a range of staff who can support their needs within their class
- The curriculum is further developed and a framework for delivery is devised and implemented by all teachers
- Teachers are developing a curriculum at post 16 which informs teaching and offers different opportunities for learners working at different levels
- Pupils at post 16 are able to take part in projects and competitions internally and externally (Panathlon, links with Whitefield and Copthall, STEM subjects, etc)
- All experienced teachers working on the upper pay scale have developed whole school initiatives
- All staff are given training needed to support the students in class and throughout the day, and is based on strategies used in class
- Recognised teachers and support staff lead on internal training for staff.

- New support staff have a mentor allocated to support their induction
- Support staff wanting to become teachers attend teachers meetings and have the opportunity to teach in some classes
- Learning zone leads develop a better understanding of the classes in their zones and are able to make effective decisions
- Support staff have a clear understanding of roles and responsibilities (L2, L3, UQT) and are supported through a structured training programme/induction programme
- Governors will have a better understanding of the school's strengths and areas for development
- Parent workshops focus on supporting parents to be confident to address areas of concerns at home

## 2

### Growth area 2

#### Supporting the local community, a range of stakeholders and adult providers to enable inclusive opportunities for Post 16 students and for the students who are leaving Mapledown.

Mapledown school will support local organisations, companies and businesses as well as colleges and day centres to be inclusive and able to meet the needs of our students, Ensuring transition to community resources and adult life supports our learners to continue to use the skills they have learnt while at Mapledown.

#### By the end of 2028

- All learners aged 19 to 25 have the opportunity to access to provision which takes into account and uses strategies which have been successful for them during their time at school
- Providers are able to recognise and use strategies which our students need to be successful
- Parents and young people aged 19 have options for their future
- Staff working with young people understand their needs and have the skills required to support them

#### By the end 2027

*As 2026 plus*

- Implement necessary changes
- make links with local leisure facilities

#### By the end 2026

*As 2025 plus*

- Trial new ways of working for post 16 cohorts
- Post 16 curriculum further developed to offer enterprise and business opportunities for the whole cohort
- Careful observation and recording of experiences from Mapledown, feeder provisions, Mapledown students and parents experiences.
- Evaluate experience and make necessary changes to improve
- Money raised to develop playground

**By the end of 2025**

*As 2024 plus*

- Mapledown transition working party created
- Proposals for ways of working with outside providers established
- Soft federation with adult providers established and formalised to include agreed ways of working and expectations of engagement
- Named governor to be responsible for the development of this growth area

**By the end of 2024**

- Post 16 students council to capture voice of our older learners and inform development of the 6th form offer
- Links with business volunteers are formalised and enable work experience opportunities for a small cohort of students across the zones.
- The curriculum at post-16 enables clear links to careers and work related learning in and out of school - and offers a range of enrichment activities/opportunities
- All post-16 pupils have encounters with employers and employees
- Early identification of 2024 placement enables Mapledown staff to discuss strategies which have been successful for the leavers and share this information ahead of transition
- Mapledown offers a range of training opportunities for feeder provision / work experience placements / local providers
- Governors are aware of the need to develop either better support for provisions or Mapledown's own provision and any implications for funding and delivery.
- Fundraiser identified to enable redevelopment of playgrounds

# 3

## Growth area 3

### Planning for the long term sustainability of the school.

By exploring better models of working which push the boundaries of success by collaborating with other schools or local organisations, ensuring school delivers the highest quality teaching and outcomes for all learners, good value for money and exceptional governance.

#### By the end of 2028

- Mapledown school works with a range of schools and providers in a variety of ways to support better outcomes for 19-25, opportunities for learners to access part-time provision in mainstream when appropriate, shared sessions using school resources eg use of the grounds.
- Development of strategies and procedures are shared with schools in collaboration.
- Staff have opportunities to work in different schools and alongside other professionals
- Mapledown has access to range of highly effective practitioners who help support teaching and learning within the school
- new school plans

#### By the end of 2027

- *As 2026 plus*
- Share experience with other school looking to collaborate
- new school plans

#### By the end of 2026

- *As 2025 plus*
- Any changes needed are shared with collaboration and further reflection and evaluation undertaken
- Joint policies created
- new school plans

#### By the end of 2025

- *As 2024 plus*
- Agreed ways of working as directed by working party implemented by school and collaborating schools
- Reflection and evaluation of ways of working complete and shared with stakeholders
- Governors evaluate benefits and areas of weakness to ensure coloration continues to place Mapledown pupils achievement and wellbeing at

the centre of all decisions

- Opportunities for teachers to work in other settings
- Shared inset and training opportunities

**By the end of 2024**

- Established working party develops ways of moving forward on collaboration
- Collaborations with 0.5 network enables joint working, sharing good practice and opportunities for teachers to visit outstanding settings
- Further collaboration with MOON schools, SSMAG and Enfield schools around strategies (PODD, TT, SCERTS)
- Governor development enables further recruitment and retention of skilled governors, and establishes links with other established and successful governing bodies.
- Collaboration in the development of Post 16 curriculum undertaken
- More opportunities for mainstream school to join specific sessions or Mapledown students to join mainstream sessions (Whitefield, Claremont and Cophall)



