



**iCollege School Development Plan 18-21 V6**  
**SDP excerpt for Academic Year 19/20 V6**

<p><b>The Shared Vision</b></p> <p>By 2021, <b>we will</b> be able to say that: We offer excellent alternative educational provision in which each of our learners:</p> <ul style="list-style-type: none"> <li>· Achieves their highest possible educational outcomes.</li> <li>· Develops a strong positive attitude.</li> <li>· Makes the best possible positive contributions to the launch pad for their chosen future.</li> </ul>	<p><b>Delivering the Vision</b></p> <p>Our team of staff and governors, working collaboratively, with our stakeholders, will provide a relevant and holistic curriculum, underpinned by strong leadership and teaching of the highest quality that inspires learners.</p>
<p><b>Our team will:</b></p> <ul style="list-style-type: none"> <li>• Teach, challenge and encourage our learners to meet and exceed target grades in all their subjects.</li> <li>• Provide a relevant and holistic curriculum that enables learners to achieve nationally recognised qualifications.</li> <li>• Ensure high levels of numeracy, literacy and communication skills for every learner.</li> <li>• Engender a strong sense of personal responsibility and respect for others.</li> <li>• Make effective use of data to drive self-evaluation and improvement of learner outcomes.</li> <li>• Be passionate about focusing energies, technology and other resources to create and maintain an engaging learning environment appropriate to each learner and each subject.</li> <li>• Be passionate about learning and the creation of a positive learning ethos and culture that fosters key life skills, including independence, communication, resilience, flexibility, integrity and self-discipline.</li> <li>• Place our provision in the top 10% nationally on average data for achievement of value added outcomes.</li> </ul>	<p><b>We will rely on</b></p> <p>All team members – learners, staff, governors and stakeholders, having clear accountabilities. Parents and carers being well informed and engaged with our provision.</p> <p><b>Our culture and ethos</b></p> <ul style="list-style-type: none"> <li>• Help every learner do the very best they can.</li> <li>• Inspire students and staff alike.</li> <li>• Actively engage all our stakeholders.</li> <li>• Works constantly to meet the needs of current and future learners.</li> </ul>
<p align="center"><b>Above all we are a vibrant community which learners, staff and governors are proud to belong to</b></p>	

**INSPIRATION KS1& 2**  
 Foxglove Way . Thatcham  
 Berks . RG18 4DH  
 01635 877114

**INTEGRATION KS3&4**  
 22 Highview . Calcot  
 Reading . Berks . RG31 4XD  
 01189 416636

**INTERVENTION Y9&10**  
 88 Newtown Road . Newbury  
 Berks . RG14 7BT  
 01635 49397

**INDEPENDENCE Y11&KS5**  
 Richmond House . Bath Road  
 Newbury . Berks . RG14 1QY  
 01635 48872

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
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## Leadership and Management

	Who?	What?	When?	Cost? / Code?	Evidence	Impact
1.	JD / JF	<ul style="list-style-type: none"> <li>● Rationalise provision by using Inspiration and Pod staff to support learners reintegrating into mainstream primary schools</li> <li>● Staffing 0.2FTE support to Integration for secondary reintegration</li> </ul>	Dec 19 following appoints October 19	Headteacher / Pod Lead Teacher / Inspiration Lead Teacher Dedicated 0.2FTE staffing for secondary A2100 @ £8 - £10k	<ul style="list-style-type: none"> <li>● Primary PPP placement numbers increase</li> <li>● Inspiration have greater through-put of learners, but some may stay longer</li> <li>● Secondary 'inreach' learners are successfully returned to home schools</li> <li>● Reintegrated learners remain in mainstream provision for school year / phase.</li> </ul>	<ul style="list-style-type: none"> <li>● Reduction / links with PEX, reducing costs to LA</li> <li>● Transiting learners remain in mainstream and access full curriculum / life chances</li> </ul>
2.	FM / EDod / CD	<ul style="list-style-type: none"> <li>● Review processes for referral KS1 &amp; 2;</li> <li>● Establish links with primary PPP, Primary PAR, Behaviour Action Group</li> <li>● Review, SEN, Therapeutic Thinking Response Team, other providers etc</li> <li>● AHT / Lead Teacher to attend Primary Heads forum</li> </ul>	Starting 5/9/17, milestone October 18 Review 2020,2021	Time	Processes for primary referral are robust and clear to all parties, with a clear link and responsibility established with West Berkshire SEN team	<ul style="list-style-type: none"> <li>● Gatekeeping for Inspiration numbers</li> <li>● Minimum requirement for off-site / extra staffing</li> <li>● Special provision</li> </ul>

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
						identified within 20 weeks
<b>3. LA Strategic Development:</b> Ensure pupils with behaviour challenges are supported through robust understanding of needs and interventions. <b>(SWC)</b> <b>SIGNIFICANT LA DEVELOPMENT</b>	West Berks (RA, MS) / JD	<ul style="list-style-type: none"> <li>• Therapeutic Thinking Schools – adoption of principles and support for LA initiative</li> <li>• Admissions; challenging behaviour and challenging cohort definitions               <ul style="list-style-type: none"> <li>• 23.10.19 Sheepdrove</li> <li>• Implemented iCollege academic year 20/21</li> </ul> </li> </ul>	PPP review October 18 / October 19	Headteacher / Exclusions Officer	<ul style="list-style-type: none"> <li>• Joined-up pro-active intervention provision across West Berks.               <ul style="list-style-type: none"> <li>• 3 day training completed by JD, ED, CD and JF</li> <li>• Staff training INSET 20.12.19</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in PEX – LA data</li> </ul>
<b>4. Embed the iCollege culture and ethos across all sites to ensure pupils (and staff) receive an excellent service and know what is expected of them.</b> <b>(SWC)</b>	FM AP / PF / CD / HB / ED / EDod	<ul style="list-style-type: none"> <li>• Ensure consistent use of policies, systems and procedures</li> <li>• Monitor rules and routines within each unit, share consistency, successes and challenges</li> <li>• Leadership training when identified by appraisal / SIP</li> </ul>	5 x INSET 19/20 02.09.19 03.09.19 25.10.19 20.12.19 + 3 twilights in spring / summer	Lead Teacher / SLT / AHT time Refreshments, OA; team-building and well-being £1,000 <b>A2310</b>	Consistent ethos in line with icollege vision	<ul style="list-style-type: none"> <li>• Ofsted rating / status and sustainability of iCollege</li> <li>• Improved staff well-being</li> <li>• Outcomes for learners / holistic approach</li> </ul>

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
5. <b>Connectivity / Communication:</b> Ensure our data sharing and ICT systems are effective and useful and support good pupil outcomes as well as compliant with relevant legislation and regulation.  <b>(H&amp;SPIT)</b>	West Berks IT (TJ, MS, TN) / MR / JC/ KR	<ul style="list-style-type: none"> <li>Progress IT Working Group KR</li> <li>Network provision / RM Unify is compliant and accessible</li> <li>Cloud sharing/amalgamate RS and ASC systems</li> <li>Set up new electronic folders that everyone knows how to access when needed and are easy to locate</li> <li>Set up permissions</li> <li>Set up emails</li> <li>All practice is compliant with regulation</li> <li>Annual audit to check compliance</li> </ul>	Sept 17 and on-going Milestone Sept. 18, January 19, July 19 Milestone January 20	IT team / iCollege staff / governor time Cost of new system? Quotes... – <b>E0505</b> (IT support @ £5k per annum) <b>M0340</b>	Staff report the system is effective for iCollege and old servers are only ever being used for archive only  Routine audits identify consistent good practice	<ul style="list-style-type: none"> <li>Improved security for personal data</li> <li>Clarity of access and reduced risk of missing information</li> </ul>
6. <b>Connectivity / Communication:</b> Website / content / policies are available to staff to ensure consistent provision to pupils and their families and to staff  <b>(H&amp;SPIT)</b>	CH and Identified icollege staff	<ul style="list-style-type: none"> <li>Content supplied to fit headings / navigation</li> <li>School leaders provide updated information in a timely manner to update website</li> <li>Governors Clerk updates Governance section at least quarterly</li> <li>Homework accessible on website</li> <li>Regular contact between mentor and learner</li> <li>Track hits to website to determine use and purpose</li> </ul>	From Sept 17 onwards and updated termly	Cost of website management = @£30 monthly <b>C0106</b>  Staff time	Website remains compliant, meeting required government standards  Staff and parents report the website has been helpful  Review website design and format Sept 19	

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7.	<b>LA Strategic Development:</b> Improve access for pupils with SEND needs / up-grade premises for Integration (TLC, FC)	JD	<ul style="list-style-type: none"> <li>Nurture links with neighbouring LAs - esp Reading, Hampshire, Oxfordshire re EHE, C of P, 'belonging'</li> </ul>	Jan 20 re-location to Moorside	£1.9m	Build completed and Integration returned to site by November 20 / January 21	
8.	<b>Financial Probity:</b> Ensure sound financial management that supports high pupil achievement through effective budget management. (FC)	KP / JD / CW / FW	<ul style="list-style-type: none"> <li>Presentation to Governors in a timely manner for sign off</li> <li>Efficient school invoicing system developed</li> <li>Ensure review of all prior SLAs and contracts to seek best value</li> <li>Address Financial Compliance audit actions from June 2018</li> <li>Paper to HFG / Schools Forum to consider HNB / DGS restructure prior to 20/21 financial year</li> </ul>	Dec 2019	SBM time, LA buyback accountancy, WB accountancy charge @ £300 per day <b>M0313</b>	Budget build completed for financial year 19/20 available in Term 4  Evidence of budget reductions through reduced unit costs on some contracts Audit (June 2018) actions completed SFVS completed and accepted	Amin Hussian visited 12.12.18 to look at budget with 'fresh eyes' Acknowledgement by IP at Heads Funding 28.11.18 and Schools Forum 10.12.18 that the iCollege budget is challenging and complex'
9.	<b>Governance:</b> Ensure that Governors are supporting the icollge in a consistent way, with	KR / CH / JD	<ul style="list-style-type: none"> <li>Governance Development Plan</li> </ul>	April 2019		Links to SDP	

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
focus and direction.  (MC)						
<b>Summary of actions</b> Leadership and Management (Effectiveness)		Continued reduction of costs to HNB Development of solutions to support schools / reduction in exclusions / LA response via Behaviour Action Group and report to Heads Funding Group Financial sustainability of iCollege Icollege self-reflection: 'know your school' Website, GDPR compliance <b>Headteacher Objective: TBC</b>			<b>Links to Governance Development Plan (GDP)</b> Policy review Website, GDPR compliance Budget responsibility	

### Personal Development, Behaviour and Welfare

1.	<b>Staff &amp; student safety / protection:</b> Ensure students, if needed, are only ever physically managed in a safe and consistent way. (SWC, H&SPIT)	KP / ED	<ul style="list-style-type: none"> <li>Team Teach training for all staff whilst transiting to therapeutic approach</li> </ul>		£130 per course 20 x = £2,600 <b>A2310</b>	Staff training register indicates completion / rolling programme new staff	New starters rolling...
2.	<b>Safeguarding / Raising Standards:</b> Ensure pupil attendance is as high as is feasible so that they may gain the full benefit of iCollege services.	FM, KP, JC, JH, SB, RD	Attendance; improve systems and monitoring <ul style="list-style-type: none"> <li>FM to look at what is already in place</li> <li>Attendance data linked to progress</li> <li>Monitor attendance data against local and national data / statistical neighbours</li> </ul>	On-going from Sept 18	LA funded annual review	Positive review with SL and EWO Attendance for individuals shows progress and improvement Positive bench marking nationally and with statistical neighbours	

	What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
	(SWC)		<ul style="list-style-type: none"> <li>Use of SIMS</li> </ul>				
3.	<b>Staff well-being is supported and promoted:</b> To enable best practice and therefore better outcomes for pupils. (SWC)	FM	<ul style="list-style-type: none"> <li>Effective management of CPD + flexible timetable</li> </ul>	From January 2018	INSET 16.04.18, 24.05.19 TBC 20 & 21 AHT m'ment time	PM documents reported from SIMS	All teacher appraisals completed Nov 19 / plan to use SIMS to manage strategically / SLT 15.11.18 Staff absence reports to SWC meetings
4.	<b>Ethos / Expectations:</b> Ensure pupils get consistent behaviour support and responses to enable improved learning. (SWC)	FM, PF, HB, AP, CD	<ul style="list-style-type: none"> <li>EIF pilot – improvement in SAPs and transfer of academic as well as behaviour information</li> </ul>	January 2020 Update termly	Unit staff meeting time. Cost of extra hours for hourly paid staff @ £500 <b>A2105</b>	Consistency of approach in units and across service as KS3,4,5 students may move from site to site Data that shows individual improvement from entry	Report via AHT WB&C to SWC, Lead Teachers and Inclusion Managers 25.02.20 and 23.06.20
5.	<b>Ethos / Expectations:</b> Promote pupils' achievement and self esteem so that they reach their full potential. (SWC)	FM, Lead Teachers, TAs  JW / DM	<ul style="list-style-type: none"> <li>Photograph displays before changing</li> </ul>	Termly x 6	£50 per site display materials <b>E0200 + E0628</b>	Displays relevant and reflect progress	Presentation Evening , evidence for OfSTED
	<b>Summary of actions</b> <b>Behaviour and Safety of Learners</b>		Safeguarding vigilance / good+ at least SEMH support Ethos / safe and supportive environment Balance PDB&W with academic responsibilities / raising standards			<b>Links to Governance Development Plan (GDP)</b> Safeguarding link visits x 3 SEN link visits H & S Audit	

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
		High, robust, aspirational expectations <b>Headteacher Objective: TBC</b>			Incident 'awareness' and 'challenge' Policies - update and format	

### Quality of Teaching, Learning and Assessment

1.	<b>CPD / sustainability of staff team:</b> Ensure UNQ are supported in their career progression. (TLC)	ED, HODs	<ul style="list-style-type: none"> <li>CPD to grow and develop our own staff</li> <li>PE / Offsite / D of E / PSE / science</li> <li>Staff exam entries</li> </ul>	Sept 18,19,20,21	7 x £350 = £2,500  £150 <b>A2310</b>	Flexible approach to learning Offer greater support to core and foundation subjects Reduce costs to OA for 19/20 Reduce supply budget Subject / offer development / RE	No vacancies as at November 2019
2.	<b>Raising Standards for all pupils</b>  (TLC)	ED	<ul style="list-style-type: none"> <li>LTs to act as TAs in lessons</li> </ul>	Sept annually	Possible cover costs? £300 <b>A2310</b>	Analysis of learner outcomes	Part of appraisal / CPD
3.	<b>Raising Standards:</b> We have consistency in expectations across subjects and units  (TLC)	ED, FM	<ul style="list-style-type: none"> <li>How to engage with learning / emotional regulation / resilience / exam practise and length of concentration span</li> </ul>	Sept 19	None	Students able to articulate what is expected of them and maintain a consistent approach across subjects / sites.	



	What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
4.	<b>Progress Monitoring across all sites is consistent, accurate and effective</b>  (TLC)	ED, PF, CD, JW	<ul style="list-style-type: none"> <li>Use of SIMs, including staff training on all sites; cascaded</li> <li>Development of system to monitor</li> </ul>	April 2020	SIMS training for some staff @ £300 <b>A2310</b>	Staff able to access SIMS and record agreed information	
5.	<b>Raising Standards in the Primary Service</b>  (TLC)	CD, JF	<ul style="list-style-type: none"> <li>Curriculum review</li> <li>Class structure; nurture, engagement, transition</li> <li>Tool / criteria readiness for mainstream</li> </ul>	January 2020	Staffing budgeted for <b>EO1</b> PPM / capital budget for change of use £500	Use of nurture space at Inspiration Robust links with Pod Appointment of class teacher and HLTA @ Inspiration	
<b>Summary of actions</b> Quality of Teaching (Learning and Assessment)			Raising expectations and standards Detailed knowledge to identify interventions Access to national qualifications / national statistics <b>Headteacher Objective: TBC</b>			<b>Links to Governance Development Plan (GDP)</b> Progress monitoring Challenge outcomes / appropriateness of bespoke programmes, qualifications and destinations	

## Quality of Education

1.	<b>Reporting and Recording:</b> Refine identification of gaps in learning (TLC) <b>ONGOING, BESPOKE RESPONSE</b>	ED and HODs	<ul style="list-style-type: none"> <li>Entry profiling</li> <li>Subject and departmental tracking</li> <li>Progress tracking</li> </ul>				
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	What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
2.	<b>Acheiving potential in particular for level 4/5 in core and foundation subjects (TLC)</b> <b>ONGOING, BESPOKE RESPONSE</b>	ED, HODs	<ul style="list-style-type: none"> <li>Discuss in progress meetings</li> <li>Assertive mentoring with students</li> <li>Completion of NFER document 'What Impact does Accountability have on Curriculum Standards and in Engagement in Education?'</li> </ul>	January 2019,20,21	Staff overtime to attend progress meetings? <b>A2105</b>	Level 4/5 students meet potential at least in English and maths Curriculum is rich and not restricted to 'teaching to pass tests' / borderlines not restricting experience. Evidence in lesson plans, schemes of work, outcomes against predictions etc	
3.	<b>Achieving potential:</b> Improve further support to SEND provisions to ensure better outcomes where possible (TLC) <b>ONGOING, BESPOKE RESPONSE</b>	EDod, CD	<ul style="list-style-type: none"> <li>Specific training / up-skilling for TAs; eg attachment, autism awareness etc</li> <li>Requirements will / may change with cohort and staff changes.</li> <li>EHC plan assessments are timely and good quality</li> <li>TA deployment is effective</li> </ul>	On-going and rolling	Costs will vary according to provider. Online @ £30 per person. £750 budget <b>A2310</b>	<ul style="list-style-type: none"> <li>Expertise shared across sites according to student need</li> <li>Link benefits of TA support to outcomes, SAPs, provison maps and testing</li> <li><b>SAPs to include academic as well as SEMH information - improved transition between units</b></li> </ul>	
4.	<b>Achieving potential:</b> Monitoring / progress in foundation subjects; PE, PSHE, Food to raise outcomes	ED	<ul style="list-style-type: none"> <li>Discuss in progress meetings</li> <li>Assertive mentoring with students</li> </ul>	January 19,20,21 progress review	Staff overtime to attend progress meetings?	<ul style="list-style-type: none"> <li>Potential identified, shared with students and ambitious targets set and achieved</li> </ul>	

What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
(TLC) <b>ONGOING</b>						
5. <b>Achieving potential:</b> Monitor and use Progress 8 developments / national data comparison to improve at all all key stages  Curriculum Intent  (TLC) <b>ONGOING</b>	AH, AP	<ul style="list-style-type: none"> <li>Ensure 8 learning opportunities available for all, to include WEx, OA, Autoskills, collage in-fill etc</li> <li>Identify PPG learners</li> <li>Primary curriculum refreshed and based on <b>reading</b>, literacy / <b>phonics</b>, numeracy / calculation, plus Early Years and P Scales</li> <li><b>Review and evaluate national qualifications for suitability and relevance</b></li> </ul>	Sept 18,19, 20, 21	Use PPG funding to support individuals <b>E0352 / E0354</b> Monster Phonics West Berks training	<ul style="list-style-type: none"> <li>Bespoke, individualised programmes available to suit learner needs /NEET / destinations</li> <li>Key stage 2 SATS results at 100 as appropriate</li> </ul>	Increase in return to mainstream (3/19 in 2018/19)
<b>Summary of actions</b> Achievement of Learners (Outcomes)		Robust reporting Learners achieving potential <b>Headteacher Objective: TBC</b>			<b>Links to Governance Development Plan (GDP)</b> Challenge outcomes / appropriateness of bespoke programmes, qualifications, NEET and destinations Challenge appropriateness of curriculum at all key stages.	

## Quality of Education: Post 16

	What needs doing	Who	How will we do this?	When	Costs	Proof and Effectiveness	Evaluation/Monitoring
1.	<b>Communication:</b> Ensure the Vision / prospectus for post 16 is understood and owned by all. <b>(H&amp;SPIT)</b> <b>ONGOING; ANNUAL</b>	AP, AH	<ul style="list-style-type: none"> <li>Up-to-date prospectus available on website</li> <li>Awareness of variation in cohort; SEND needs etc.</li> </ul>	April 19,20,21	AP time £40 printing costs <b>E0841</b>	<ul style="list-style-type: none"> <li>Curriculum intent in place – distinct from KS1-4</li> <li>Curriculum relevant and matched to learner needs and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 learners are in the correct provision to maximise their potential; English and maths, EET</li> </ul>
2.	<b>Investors in Careers Quality Mark</b> to be used to its maximum effect to better to outcomes for our older learners.  <b>(TLC)</b> <b>COMPLETION OF TRAINING and GATSBY COMPLINACE for academic year 20/21</b>	AH, ED	<ul style="list-style-type: none"> <li>Training to achieve quality mark</li> </ul>	January 2019 Milestone, August 2020 completion	AH time and support time from ED £2,000 AH course and travel costs Adviza £1,500 <b>A2310 + E0303</b>	<ul style="list-style-type: none"> <li>Gatsby compliant, quality mark achieved.</li> <li>Employability Skills and Transition plan in place</li> <li>AH completes qualification – masters points</li> <li>Outcomes/ / destinations show variety and sustainability year on year comparisons 17/18.18/19,19/20, 20/21</li> </ul>	
<b>Summary of actions</b> Post 16 provision (effectiveness of 16-19 programmes)			Quality of T & L and Outcomes for Learners also applies to KS5 Distinct purpose and vision for KS5 <b>Headteacher Objective: TBC</b>	<b>Links to Governance Development Plan (GDP)</b> Challenge outcomes / appropriateness of bespoke programmes, qualifications, NEET and destinations Challenge appropriateness of curriculum at all key stages			