



Abbot's Lea School

INFORMATION BRIEFING

13 NOVEMBER 2017

Programme

- Welcome and introductions
- Summary of our School Development Plan 2016-17
- Achievements to-date and lessons learnt
- Priorities for the future
- Feedback from families
- Meeting closes

Centre of Excellence for Autism education, research and professional development

- We want to be the best specialist school in the world for our students
- We want to be the school of choice for the families
- We want to be employer of choice for the staff
- We want to be the “go to” place for ASD education, development and training
- We want to be an integral part of our community (local and ASD-global)

School Development Plan 2016-17

Effectiveness of leadership and management

Our students

Our families

Our team

Our Autism
research and
development

Our resources

Effectiveness of leadership and management



Our students



Our families



Our team



Our Autism
research and
development



Our resources



Year 1 - achievements to date

1. SDP 2016-18 used to drive all decisions for school improvement
2. Excellent holistic model of curriculum designed, defined and planned for September 2017
3. Greater family engagement – FAB, Family Adviser, Coffee Mornings Open Assemblies in place for September 2017
4. New school structure and accommodation implemented in time for September
6. Financial deficit eliminated
7. Strong leadership and governance of the school for the future

Year 1 - lessons learnt

1. No amount of preparation makes change easy
2. We could have communicated the planned changes more clearly and sooner:
 - curriculum on offer, including accredited learning
 - accommodation changes (class sizes, use of The House, lunch provision)
3. Quality of some of the areas – quiet rooms, outdoor learning spaces, no indoor football at lunchtime, loss of common room
4. Building work delays – should have put more resources
5. School uniform introduction – could have waited until Year 2 to consult more; dress code for KS5

Current Financial position

3 Year Budget Projection as at 29 September 2017 *[extract from LCC finance audit]*
shows that the school is in a stable financial position in 2017-18 and much stronger in the coming years.

	Outturn 2016-17	2017-18	2018-19	2019-20
In year Surplus / -deficit for the school	-27,962	-99,528	313,451	235,317
School Cumulative Surplus / -deficit	131,840	32,312	345,763	581,080
School reserve as a % of Formula	3.39%	0.84%	9.33%	15.68%
Staffing as % Formula Allocation	91.60%	89.32%	82.94%	84.87%
FTE students	213	217	217	217

Priorities for Year 2

Our Philosophy of Education: The ASD Model ©

In our work with the students, we have committed to focus equally on:

1. Academic progress
2. Specialist support
3. Development of life skills

Secondary Department Actions

1. We re-developed our curriculum:

- The thematic approach created a more diverse learning experience and allows for flexibility in planning
- Teachers now plan collaboratively so that learning across the Key Stages is robust and of higher quality
- Accredited learning has developed – our qualifications range from Entry Level 1 to Functional Skills Level 2
- Intervention Plans are put into place for students who need it to succeed

2. Students now have six My Plans © a year and parents are involved in target setting, support and review:

- Plans are personal to each student and allow for more targeted holistic interventions
- Family engagement allows for a collaborative approach to working and target setting
- It allows for a holistic approach to a students' education.

Secondary Department Actions

3. We have a range of projects running currently to enhance the curriculum further and provide opportunities within each Key Stage

4. We developed assemblies that focus on broad range of topical issues and encourage large group learning:

- Parental engagement is encouraged and each week we welcome a number of family members
- Students are engaged and enthused by the assemblies
- Talk about real world issues and the development of life skills, resilience and self-determination

5. We have decided to develop our outdoor learning environments to further enhance learning:

- Task and Finish Group formed and early plans being developed
- Fundraising activities ongoing
- Key ideas about areas in Key Stage 4 and 5 generated by the students themselves

Initiatives in Key Stage 4

Actions	Impact
Introduction to new thematic curriculum	<p>A more balanced curriculum that focuses not only on academic achievement and accredited learning but also aims to develop life skills.</p> <p>Students are more engaged and creativity can be harnessed. More opportunities for personalised curriculum.</p>
Developing independence and life skills	<p>New qualifications (Life and Living skills) introduced. Students have the opportunity of using Woolton High's gym and learn in the community each week to practice road safety/money maths/social skills.</p> <p>Students also contribute to My Plans ©.</p>
Strengthening transition and planning for the future	<p>Students have developed stronger links with Key Stage 5 and took part in joint planning of the Halloween enterprise project. Students access Information Advice and Guidance (IAG) and have taken part in a Careers Fair. Students are also working on 'unlocking potential' project.</p>
Improving links with industry	<p>Students have been involved in sessions run by HMRC and taken part in Digital Day run by BIMA. The possibility of work placements is also being explored.</p>

Key Stage Four – planned innovations

Planned Innovations	
Further social enrichment activities	More student participation in DoE (Duke of Edinburgh) and introduction of NCS (National Citizen Service) to support team building, planning and community links. Year 11 students involved in mentoring programme with Bank View High School
Developing the outdoor Space	Students lead an 'Amazing Space' project to transform the space surrounding KS4 and 5 building.
Further links with the community	Some students will take part in a mentoring project with Bank View School. Also planned sessions with the NSPCC.
SCERTS Development	Development of using SCERTS model to support students with their: <ul style="list-style-type: none">• Social Communication• Emotional Regulation• Transactional Support

Questions, suggestions and feedback



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