

WILLOW DENE School Development Plan 2023-24



To refine and streamline the Annual Review process to make a positive difference to teacher workload and reflect children’s progress more effectively



Improve the systems and organisation of the annual review process
Benefits teacher workload and parent engagement



Well organised and easier for all stakeholders to engage with
Reporting children’s progress in a way that is both accessible and meaningful

SUMMER

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Quality assurance sessions to review the chairs contribution to annual review.	This will help identify and share best practice and ensure consistency in approach to the chairing and minuting of annual reviews.	Chairs have the opportunity to review a range of completed documents, discuss what is working well, improvements that can be made and what they might need support with.	Feedback from chairs.
Develop Annual Review proformas and processes for Sixth Form young people, in partnership with relevant stakeholders.	All other Annual Review proformas are in place across the key stages and their use are embedded. Sixth Form is new this year and needs some focused work on the Annual Review process.	Proformas and procedures are in place for Sixth Form Annual Reviews. These have been contributed to by a range of stakeholders, including sixth form lead, sixth form teachers, young people, parents and the local authority.	Feedback from all stakeholders. Implementation of the Sixth Form proformas and procedures.

Embed parent contribution processes and ensure that all Annual Review reports capture parents/carers' views.	In the Spring term, parents told us what is working well with parent contribution and what could be improved. They made suggestions about the form and the format. This now needs to be actioned.	All Annual Review reports and meetings capture parent voice within the report, either through a parent contribution form or feedback during the annual review meeting. This is well documented and forms part of the final report.	Feedback from parents/carers. Increase in parent contribution forms. Quality of parent voice captured in final reports.
Review consistency of practice within Annual Review meetings, ensuring a standardised format in which photographs and videos are shared with parents/carers.	This was standard practice before the pandemic and the way in which Annual Review meetings were conducted changed. Parents/carers inform us that they liked this part of the review.	All Annual Review meetings contain an element of sharing photos and/or videos of children and young people's achievements from across the year.	Feedback from stakeholders.
Review and further embed admin procedures to ensure these are consistent, standardised and precise.	Teachers and chairs are reporting that there are still some discrepancies in admin procedures and timelines. This needs to be tightened.	Admin procedures surrounding annual reviews are consistent, standardised and precise. This ensures that Annual Review reports are completed and shared in a timely way and there are minimal cancellations of Annual Review meetings. Admin have documentation outlining procedures which means that any member of the admin team can pick up annual reviews and complete the process in case of absence.	Feedback from Teachers and Chairs.
Ensure teachers have information sheets and examples to ensure they are able to complete the new templates to a consistent and high standard.	Through correspondents with teachers and chairs, inaccuracies have been noted in what is currently being done within new templates.	All teachers have examples of clear and concise annual reviews which they can base their own reports on. Teachers can refer to prompts and feel well supported	Feedback from teachers. Feedback from chairs. Quality of reports.

FOCUS AREA: Annual Reviews

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in completing reports to a high standard.

SPRING

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Embed the use of new proformas, offering support and guidance to teachers and chairs and troubleshooting issues that may arise.	To ensure there is consistency across the school of the use of new proformas and that teachers and chairs are comfortable with the documents and the expectations we have for them.	Opportunities for discussion with teachers will have been provided and have fed into development. Proformas will be completed to a high standard. Templates will be free from glitches.	Feedback from stakeholders
Develop guidance documentation for chairs around best practice, particularly around Annual Reviews for transition points.	Guidance will ensure that all stakeholders are clear as to what the expectations are for the review process. High profile years (2, 5, 10) will have clear guidance that will inform meetings with the LA.	The AR process will be seamless, and all stakeholders will complete processes as per guidance. This includes clear communication with the AR Administrator and LA.	Feedback from stakeholders including the LA
Develop processes for parent contribution to Annual Reviews, including the format of this.	To increase uptake in parent contribution so that parent voice can be captured effectively within all annual reviews. The process for capturing this is multi-faceted and allows parents to contribute through digital, paper or verbal methods.	Parents have had the opportunity to contribute to the design of the parent contribution process. There is an increase in parent contributions to the annual review process and parent voice is captured in all annual reviews.	Feedback from parents (Coffee morning) Feedback from senior leaders
Quality assurance sessions to review the content of Annual	Senior Leaders have an overview of the content of Annual Review reports and the success of the	There is consistency in the standard of annual review reports. Senior Leaders are able	Feedback from senior leaders.

Review reports across all key stages.	prompts provided can be assessed in how well this has supported teachers to write good quality annual reviews.	to highlight good practice and areas that may need further development. Feedback can be shared more widely with teachers and further guidance given if needed.	Annual Review reports selected for QA purposes.
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AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Redesign the baseline and AR proforma for Willow Dene drawing on best practice from other providers and establishing WD specific feedback from various stakeholders	The current proforma is substantial and does not always provide opportunities to highlight children's holistic and curriculum progress	New proforma in use which has been collaborated on and approved by stakeholders. Feedback from other providers has informed proforma. Workload reduced for teachers. Positive feedback from teachers about the content of ARs.	Feedback from stakeholders
Develop the systems and process for booking and tracking of baseline and AR meetings to ensure that there is minimal disruption and high uptake in selected dates	With the school expanding, it can be challenging to ensure that AR dates are appropriately spaces, organised and fulfilled	Teachers work collaboratively with AR lead to ensure minimal disruption to diaries when booking reviews. Less rescheduling of ARs across the year from teachers, chairs and parents. Clear tracking systems in place to ensure that an accurate record relating to ARs is upheld. System in place to avoid issues relating to diary invites and absence.	Feedback from stakeholders

		The correct stakeholders (including therapists and outside agencies) are invited in a timely way and attendance is followed up.	
Clear guidance circulated on roles and responsibilities and who raises an issue if it's present	Ensuring that all ARs are consistent in structure, format and approach. All stakeholders feel supported in knowing what they are doing and why (Including those who are not familiar with the process).	Guidance for chairs and AR lead on expectations for ARs Prompts provided in AR document on how to complete the form. All stakeholders understand key transition points and the paperwork that is required at these times.	Guidance documents