

# Federation Development & Innovation Plan

September 2025 – July 2026



**Everyone will be the best that they can be**

**Everyone has a voice**

**No-one is excluded**

➤ Evaluated via termly Head's report to Governors

➤ Monitored via SLT and Governor Monitoring Strategies

## 5 YEAR STRATEGIC AIMS ACROSS THE LEARN TO LIVE FEDERATION



- Improve pupil outcomes
- Enhance our provision and facilities
- Ensure clear and consistent communication and engagement between all stakeholders (internal and external)
- Achieve financial stability
- Ensure expertise and leadership for all
- Empower families and communities
- Keep everyone safe

# FEDERATION DEVELOPMENT & INNOVATION PLAN: PRIORITIES

## QUALITY OF EDUCATION

### CURRICULUM

- 1. Embed a broad, balanced, and engaging foundation curriculum tailored to pupils' individual needs.** This enables deeper understanding, sustained motivation, and meaningful learning experiences for all pupils.
- 2. Ensure the curriculum is inclusive and responsive, particularly for engagement model learners.** Teachers and teaching assistants are equipped with the skills and confidence to plan and deliver lessons that fully support and involve these pupils in their learning journey.

### TEACHING & LEARNING

- 3. Strengthen classroom leadership and team collaboration to deliver high-quality, personalised learning.** Teachers lead effectively, manage support staff well, and adapt teaching to meet individual needs, ensuring all pupils make meaningful progress.
- 4. Ensure transitions between all phases of education are aspirational, well-planned, and pupil-centred.** Pupils experience smooth, supportive transitions that build confidence and maintain momentum in their learning.

### OUTCOMES

- 5. Implement consistent, data-informed approaches to assessment and progress tracking.** Teachers confidently use baseline data and ongoing assessment to personalise teaching and demonstrate progress, ensuring every pupil is supported to achieve their full potential.
- 6. Produce high-quality reports and set ambitious, meaningful targets for EHCP outcomes.** This ensures focused support aligned with each pupil's personal and academic goals, driving improved outcomes and long-term success

### PERSONAL DEVELOPMENT

- 1. Co-develop core documents and practices that reflect pupil voice and promote independence.** Pupils are empowered to take ownership of their learning, fostering confidence, self-advocacy, and essential life skills.
- 2. Provide all pupils with access to enriching and inclusive opportunities beyond the classroom.** A wide range of experiences enhances engagement, broadens horizons, and supports holistic development.

### BEHAVIOUR & ATTITUDES

- 1. Embed relational and restorative practices across the school to build a safe, respectful, and inclusive environment.** Pupils feel valued and supported, leading to stronger relationships, improved well-being, and greater engagement in learning.

### LEADERSHIP & MANAGEMENT

- 1. Foster a culture of vigilance and accountability by empowering all staff to identify and report low-level safeguarding and conduct concerns.** To enhance pupil safety and well-being, creating an environment where concerns are addressed early and pupils feel supported and heard.
- 2. Develop a confident, skilled, and accountable workforce at every level.** Through targeted professional development and clear role expectations, staff are equipped to deliver high-quality support and education, directly impacting pupil achievement and well-being.
- 3. Ensure communication and engagement are inclusive, transparent, and effective across the whole school community.** Strong partnerships with staff, pupils, parents, and carers foster trust, collaboration, and shared responsibility for pupil success.



## BIDWELL BROOK SCHOOL DEVELOPMENT PLAN

Written by Kate Bromage, led by Monika Davis

### QUALITY OF EDUCATION

Intent	Implementation			Impact	Evaluation				
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May
To empower & upskill teachers and teaching assistants to confidently plan for and teach engagement learners	1. Training and professional development.	DHT	Ongoing	<p>For Teachers and Teaching Assistants:</p> <ul style="list-style-type: none"> <li>-Increased confidence and competence in planning and delivering lessons that engage all learners.</li> <li>- Improved ability to differentiate instruction and manage diverse classroom needs.</li> <li>- Enhanced job satisfaction and reduced burnout due to feeling more effective and supported.</li> </ul> <p>For Engagement Learners:</p> <ul style="list-style-type: none"> <li>- Increased participation, motivation and connection to learning.</li> </ul>					
	2. Resource development: audit and resourcing to ensure classes are equipped with identified key resources.	DHT & EL							
	3. Coaching and mentoring.	DHT & EL							
	4. Engagement focus group planned and delivered by Engagement Lead and HLTA to model excellent practice	EL & HLTA							
	5. Collaborative planning and monitoring.	DHT & EL							

	6. Peer observations- planned timetable of observation, discussion and coaching feedback skills	DHT & EL		- Improved academic outcomes. - Greater inclusion and reduced behavioural incidents.					
To embed the foundation curriculum.	1. Foundation framework to be shared with all staff. Allocate foundation subject coordinators	Marie	Autumn Term	<ul style="list-style-type: none"> <li>- Broader and more balanced curriculum.</li> <li>- Development of cultural capital.</li> <li>- Improved engagement and enjoyment.</li> <li>- Increased opportunities for strength-based learning.</li> <li>- Preparation for life and work beyond school.</li> </ul>					
	2. Staff training and CPD	Marie	Spring 1						
	3. Ensure coverage of all foundation subjects across LTP's for all phases	Marie	Spring 2						
	4. Ensure coverage of foundation subjects on weekly timetables and short-term planning	Marie & KS Leads							
	5. Half termly foundation subject dip in focus	Marie & KS Leads							
Teachers take leadership of the classroom and manage their team and pupils personalised learning effectively	1. New teachers to be trained in managing a team as part of new teacher induction.	DHT & HR	New Teacher Ind prog						
	2. Establish Clear Roles and Responsibilities and line management structures	HoS	Sept Inset						
	3. Define expectations for teachers as instructional leaders in the classroom.	HoS	Autumn Term 1						
	4. CPD to empower teachers to Lead and Manage Classroom Staff Effectively	DHT	Autumn Term 1						
	5. Audit TA appraisals completed by teachers	HoS & HR	Summer Term						
	6. Environment audits of learning spaces and intimate care areas meet compliance threshold	DHT	Autumn Term 1						

	7. Planning is timely, available, shared and quality.	DHT	Half Termly Audit						
	8. Peer observations to share good practice, increase confidence of staff to deliver targeted and helpful feedback to drive improvement.	DHT	Weekly HLTA Time						
Teachers consistently implement accurate and robust baselines and assessments for every pupil, enabling them to confidently demonstrate student progress and effectively inform teaching, learning, and assessment decisions	1. Core subject leads to create/ source baselining assessment tools to ensure consistency in baselining data.	SL & DHT	Autumn Term	<ul style="list-style-type: none"> <li>- Teachers will have a clear understanding of each pupil's starting point, enabling them to plan targeted, responsive teaching.</li> <li>- Progress will be accurately evidenced over time, leading to improved pupil outcomes, more informed assessment practices, and greater consistency across the school.</li> </ul>					
	2. Staff CPD on baselining and assessment.	DHT	Autumn Term						
	3. Baseline and assessment calendar shared with staff at the start of the academic year.	DHT	Autumn Term 1						
	4. Moderation and quality assurance: DHT and Subject leads moderate assessment using Earwig.	SL & DHT	Data Drops						
	5. DHT and subjects leads deep dive to ensure baseline data is informing next steps in teaching and learning.	DHT	Termly						
	6. Data meetings are held with teachers to discuss data and identify emerging needs	SLT	TBC						
To lead and embed a culture of excellence and consistency in the preparation and submission of school contributions to EHCPs, ensuring they fully meet statutory	1. Policy and Framework Development: Develop and implement a school-wide quality assurance policy/ guidance document specifically for EHCP reports, aligning with statutory guidance and best practice.		Autumn Term	<ul style="list-style-type: none"> <li>- Increased family confidence.</li> <li>- Clear identification of needs.</li> <li>- Measurable outcomes Personalised provision.</li> <li>- Enhanced accountability Better outcomes for pupils.</li> </ul>					
	2. Staff Training and Development: CPD on EHCP report writing, including		Teachers Meetings						

requirements and support personalised, effective provision for students.	understanding legal requirements, SMART outcomes, and evidence-based recommendations.								
	3. Quality Monitoring: SLT to read EHCP reports with clear performance indicators; review findings with teachers, use information to inform teacher appraisals and to drive continuous improvement.		Ongoing						

Intent	Implementation			Impact	Evaluation			25 <sup>th</sup> Oct	20 <sup>th</sup> Dec
	What needs to be done?	Who is leading?	By when? Cost?		14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May		
Core documents are written collaboratively including pupil voice and inform practise to promote independence	1. To continue to monitor, audit and update core documents to ensure that information is relevant, useful and up to date.	AHT	Autumn Term Audit, ongoing monitoring						
	2. Core document guidance document written and shared	AHT							
	3. Advocacy lead to develop new ways to capture student voice and contribute to their core document in a meaningful way.	Advocacy Lead							
	4. Ensure core documents are co-produced and approved by both the student and the family	AHT							
	5. Dip ins evidence the successful implementation and impact of the core documents informing classroom practice	SLT							

<p>All pupils access a broad, balanced and enriching curriculum offer. All pupils will access at least one meaningful off-site learning opportunity that enhances and enriches their curriculum offer, including an overnight opportunity for Y6 and Y11 students.</p>	<p>1. To ensure that meaningful community-based PE sessions continue next year across all key stages via a curriculum map and academic calendar.</p>	<p>PE Lead &amp; AHT</p>	<p>Autumn Term</p>						
	<p>2. To improve physical development opportunities for engagement learners and those with physical barriers, including engagement groups, staff CPD on access and planning for these learners</p>								
	<p>3. To ensure opportunities for engagement learners to access community opportunities e.g. hippotherapy, theatre visits and school-based experiences.</p>								
	<p>4. To offer enriching residential experiences for year 6 and year 11 pupils. Tom to support key stage leads to be involved in this process to upskill them. Tom to create a residential checklist to help with planning future trips.</p>	<p>AHT</p>							
	<p>5. To further improve our inclusion and work experience offer to ensure it is progressive, aspirational and personalised.</p>	<p>6<sup>th</sup> Form Lead, WEX Lead, DHT</p>							

BEHAVIOUR & ATTITUDES										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Relational and restorative practice is embedded so all pupils are well supported, feel safe at school and have their voice heard and responded to.	1. To complete a student wellbeing survey to identify need and provide a baseline to inform next steps and measure impact.			<ul style="list-style-type: none"> <li>- Issues identified by survey are addressed, improving student wellbeing.</li> <li>- Student council represents the views of all students. Students feel listened to.</li> <li>- Increase in number of student debriefs.</li> </ul> <p>Reduction in medium and high-level incidents recorded and use of RPIs.</p> <ul style="list-style-type: none"> <li>- Staff are able to articulate the purpose of using additional spaces for students.</li> <li>- Staff are able to articulate why students are not in class and/or are partaking in physical activities and link this to sensory regulation.</li> <li>- Dip-ins show that staff are skilled in de-escalating behaviours and pupils are engaged in learning.</li> </ul>						
	2. Ensure that all pupils are included in and are represented at student council in a meaningful way.									
	3. Debriefs offered to all students involved in or witness to high-risk incidents and recorded on CPOMS.									
	4. All staff trained in a kindness based, trauma-informed & relational approach. This will be delivered through robust induction programmes, team teach training.									
	5. Half-term relational drop-ins to inform training and monitoring cycle.									
	6. To develop clear intent and effective implementation of the targeted spaces in school (Den, Sunshine Room, sensory circuits) as part of our targeted support offer.									
	7. To continue with fortnightly pastoral team meetings with a focus on attendance, behaviour, communication and well-being to identify targeted response.									

LEADERSHIP & MANAGEMENT										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Empower staff to recognise and report low level safeguarding and staff conduct concerns	1. Deliver targeted training to all staff on identifying and reporting low-level safeguarding and conduct concerns, with emphasis on contextual safeguarding and school-specific scenarios.	Jon Galling	Autumn 2	<ul style="list-style-type: none"> <li>- Staff are confident, proactive, and consistent in recognising and reporting low-level concerns.</li> <li>- Increased and appropriate reporting leads to earlier intervention and supports a preventative safeguarding culture.</li> <li>- The school maintains a transparent, open culture where safeguarding is a shared responsibility.</li> <li>- Staff feel supported and trust leadership to take concerns seriously and respond proportionately.</li> <li>- Patterns in staff conduct are identified early, reducing the risk of escalation and promoting professional accountability.</li> <li>- Safeguarding audits and reviews show high levels of staff awareness and compliance with procedures.</li> </ul>						
	2. Embed clear reporting procedures into staff induction, handbooks, and ongoing CPD, aligned with KCSIE and school policy.	HR Manager & SLT	Autumn 2							
	3. Ensure leadership models an open culture where staff feel safe to raise concerns without fear of reprisal- relaunch conduct / culture / whistleblowing / reporting low level concerns during September inset days	HoS	Inset Day & Ongoing							
	4. Discuss low level staff conduct and safeguarding concerns as part of safeguarding hub meetings and HoS safeguarding meeting.	HoS	Half-Termly							
	5. Log low level concerns around staff on staff safe. SLT to record low level conversations with staff.	HoS	Ongoing							
	6. Use anonymous staff surveys or feedback tools to assess confidence and understanding around raising concerns.	HoS	Termly							
	7. Discuss conduct and reporting low level concerns in further detail as part of Level 2 safeguarding training for new starters	HoS	As per Induction Sessions							

<p>To sustain the school's vision, culture, and operational continuity during the leadership change, while empowering the incoming Head of School to lead effectively from the outset.</p>	1. Structured Transition Timeline established with key milestones from announcement to full handover.	EHT	Autumn Term						
	2. Comprehensive Knowledge Transfer between outgoing and incoming leaders, including strategic priorities, team dynamics safeguarding.								
	3. Stakeholder Communication Strategy deployed to ensure transparent, timely, and inclusive engagement across the school community.								



## ELLEN TINKHAM SCHOOL DEVELOPMENT PLAN

### Written and led by Katy Bradley

QUALITY OF EDUCATION										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Complete and embed the foundation curriculum at KS1 and KS2	1. Assign key points of contact from the Enrichment Team for each foundation subject.	HOS	Autumn Term	The curriculum offer will be broader and more balanced. Foundation subjects will be taught more effectively. Teaching staff will be confident, knowledgeable and skilled in teaching all subjects. Students will experience an ambitious and exciting curriculum.						
	2. Complete the foundation subject curriculums.	DH	Autumn Term							
	3. Run staff training on each foundation subject curriculum, content and delivery.	DH	Spring Term							
Enhance and improve the quality of education for students on the engagement pathway.	1. To develop the learning environment in the sensory hub.	Sensory Hub HLTA	Autumn 2	- Staff will have a clear understanding of the intent of the curriculum for students on the engagement pathway. - Teachers and HLTA will plan purposeful teaching						
	2. To ensure all teaching staff have a clear understanding of 'continuous provision' and 'child-led learning'.	HoS & DH	Autumn 2 Staff meetings							
	3. Ensure continuous provision is planned and facilitated effectively by teaching staff through the monitoring cycle.	KS Leads SLT	Ongoing							

	<p>4. Seek CPD opportunities relevant to the sensory hub and engagement pathway teaching.</p> <p>5. Facilitate staff training in effective teaching approaches and strategies for students on the engagement pathway.</p> <p>6. Ensure TA's and Teachers are familiar with the content of the Engagement Pathway Assessment Framework and curriculum.</p>	DH & Sensory HLTA	Ongoing	<p>and learning sequences and opportunities for all.</p> <p>- Students on the Engagement pathway will be engaged in purposeful learning activities. They will make good progress towards HSA targets and have increased independence.</p>					
		HoS & DH	Autumn 2 & Spring Term						
		DH	Autumn 2						
Teachers demonstrate effective leadership skills within the learning environment.	1. The use of technology will be carefully considered to ensure it is enhancing teaching practice and improves pupil outcomes.	KS Leads & Teachers	Ongoing	<p>- Teachers will be the managers and leaders within teaching environments.</p> <p>- TA's and students will feel safe and reassured by clear, well communicated teacher expectations.</p> <p>- Students will be safe and receive a higher quality of teaching and support; thus, achieving optimum progress.</p>					
	2. Regular classroom dip-ins will be carried out by middle and senior leaders. Teachers will be encouraged to be reflective practitioners through coaching conversations following dip-ins. Teachers and HLTA's will work jointly with leaders to establish classroom management development points.	KS Leads, Subjects Leads, SLT	Ongoing						
	3. Professional development meetings with classroom management as a focus.	SLT	Autumn Term						
Target setting and report writing is high quality, scaffolding and tracking progress effectively.	1. SLT to deliver training on writing high quality HSA targets and reports based on review of last year's targets and EHCP reports.	SLT	Termly	<p>All students will have accurate core documents which will improve transitions and ensure all students receive support</p>					
	2. Establish a process for HSAs to be reviewed before they go 'live'.	DH & KS Leads	Autumn Term 1						
	3. Peer moderation of HSA targets.	Teachers	Termly						

	<p>4. SLT to review a sample of EHCP review documents and quality assure them prior to their release onto the EHC Hub.</p> <p>5. KS leads to monitor quality and frequency of HSA target setting and the evidence gathered to track progress on Earwig.</p>		Spring and Summer Terms	which matches their needs.				
Teachers effectively track and evidence student progress. They use assessment of learning to inform their planning and teaching practice.	<p>1. All students have thorough baseline assessments completed by the end of the first half term ensuring their starting points are identified.</p> <p>2. HSA targets are reviewed at least every half term and changed at least termly.</p> <p>3. Evidence of progress is gathered regularly by <i>all</i> teaching staff. Regular audits of staff engagement in evidence gathering and targeted support provided as required.</p> <p>4. Teachers share 2 pieces of evidence with families weekly.</p> <p>5. Evidence of progress is monitored and tracked by middle leaders.</p> <p>6. Subject leads create exemplar tasks to assess aspects of their curriculum areas.</p> <p>7. Senior leaders hold assessment and progress conversations with teachers termly.</p> <p>8. Teachers receive training on running reports and extracting data from earwig to inform their teaching and planning.</p> <p>9. CPD for middle leaders on monitoring earwig and extracting useful data to ease the workload of monitoring.</p>	Teachers	Autumn 1	<ul style="list-style-type: none"> <li>- Accurate baselines will ensure planning is personalised appropriately to ensure progress and minimise developmental gaps.</li> <li>- Families will be informed about their child's progress and learning, enabling collaboration with school to improve outcomes for their child.</li> <li>- Assessment of learning will better inform planning.</li> <li>- Staff will be able to extract information from Earwig and use it to inform their teaching by identify progress/lack of progress in amore time efficient way.</li> <li>- Progress/lack of progress will be effectively tracked to inform support at all leadership levels.</li> </ul>				
		Teachers	Ongoing					
		All Teaching Staff DH	Daily - ongoing ½ Termly					
		Teacher & KS Leads	Weekly - ongoing					
		Subject and KS Leads	½ Termly					
		Subject Leads	Ongoing					
		HoS & DH	End of each term					
		DH	Autumn Term					
		DH	Autumn Term					

PERSONAL DEVELOPMENT										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
All Individual Pupil Core Documents are accurate and ensure personalised support and provision is high quality.	1. Core document guidance document to be written by Deputy Heads.			<ul style="list-style-type: none"> <li>- Pupils receive the correct support.</li> <li>- Information is not lost when a student transitions between classes or staff teams.</li> </ul>						
	2. Core documents are quality assured and monitored by middle and senior leaders.									
	3. Each class has an accessible whole class abbreviated core document that is available for visitors and supply staff.									
All students will access enrichment opportunities as part of their curriculum offer.	1. The enrichment team will review the enrichment offer and plan opportunities which are suitable for sensory learners and students who are not able to leave site.			<ul style="list-style-type: none"> <li>- All students receive a rich curriculum offer which promotes personal development.</li> <li>- Students develop skills and interests which will enable them to lead full and enriched lives inside and outside of the school community.</li> </ul>						
	2. Staff are encouraged to use their personal skills and interests to expand our enrichment offer during Friday afternoon clubs.									
	3. The student council will suggest enrichment opportunities that the student body would enjoy and be motivated to engage with.									
	4. The P.E offer at the school site is expanded utilising Sports Premium funding.									
TA's will experience an engaging CPD offer which addresses identified training needs.	1. Target areas for CPD will be identified through a staff survey, Key-stage coms, lesson observations and professional development meetings.			<ul style="list-style-type: none"> <li>- Staff will feel valued and empowered, increasing job satisfaction, morale and retention.</li> <li>- Students will receive better support.</li> </ul>						
	2. A compulsory and optional staff training schedule will be created.									

BEHAVIOUR & ATTITUDES										
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All learning environments are fit for purpose and reflect an ethos of respect and care.	1. Uniform visual resources will be available and visible in all classrooms.	Communication Lead	Ongoing	<ul style="list-style-type: none"> <li>- Students will be able to access learning opportunities more effectively.</li> <li>- Students will have increased independence and communication which will have a positive effect on wellbeing and behaviour and life outcomes.</li> <li>- Positive effect on wellbeing for staff and students.</li> <li>- Increased efficiency, reducing workload.</li> </ul>						
	2. Communal visual resources will be available in all transition areas around the school.	Communication Lead	Autumn 2							
	3. The classroom environment audit will be reviewed and amended to set out clear expectations for classroom environments.	Communication Lead & DH	Autumn 1							
	4. Staff will ensure progress is made towards ensuring all learning spaces meet the requirements identified in the Environment Audit document.	HoS, DH & KS Leads	Ongoing							
	5. Planning and fundraising for a new main playground will continue – including student voice.	HoS + SLT	Ongoing							
	6. The staff rooms and PPA spaces will be re-decorated and organised to ensure they are relaxing, comfortable, well resourced, organised spaces to use.	HoS & DH	Autumn Term							
	7. Outdoor learning environments will be developed and improved.	KS Leads	Spring Term							
Staff have an increased focus on developing student's independence and life skills.	1. Staff training on how to teach independence skills e.g toilet training, feeding, communication, community safety.	HoS, DH & CDMT team	Ongoing	<ul style="list-style-type: none"> <li>- Students will be empowered by increased independence.</li> </ul>						
	2. Investment in physical resources which aid student independence.	CDMT Team	Spring Term							

LEADERSHIP & MANAGEMENT										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Staff recognise and report low-level safeguarding and staff conduct concerns.	1. Commission external safeguarding training specifically focused on low-level safeguarding concerns.	SLT	Autumn Term	<ul style="list-style-type: none"> <li>- All staff will be confident reporting low-level concerns.</li> <li>- There will be reduced barriers to reporting safeguarding concerns.</li> </ul>						
	2. Review internal safeguarding induction training to ensure there is thorough coverage of identifying and reporting low-level safeguarding concerns and the whistleblowing policy.	HoS & DH	Autumn 2							
	3. $\frac{1}{2}$ termly monitoring of the frequency of CPOMS reporting to identify and investigate potential under and over reporting.	HoS & DH	$\frac{1}{2}$ Termly							
	4. Make amendments to CPOMS reports to ensure there are no barriers to reporting.	HoS & DH	Autumn Term							



## Ellen Tinkham College Development Plan

Written by Monika Davis, led by Kate Bromage

### QUALITY OF EDUCATION

Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
To empower & upskill teachers and teaching assistants to confidently plan for and teach engagement learners.	1. Ensure planning is completed ahead of time and the monitoring cycle is clearly communicated and rigorous.	DH	Termly	<ul style="list-style-type: none"> <li>- Students on the Engagement Model Pathway will have access to outstanding Teaching and Learning and will make good progress towards meeting their individual learning objectives.</li> <li>- Teaching staff (teachers and TA's) will become confident and skills in delivering inspirational teaching and learning opportunities.</li> </ul>						
	2. Survey the skills and knowledge of teaching teams: how confident do you feel about teaching students on the engagement model; do you understand 5 areas of Engagement? - deliver tailored training to staff following the survey	HoS	Autumn Term							
	3. Closely monitor progress of the students in the engagement model classrooms in KS3 and in KS4, that have been opened in September.	HoS & DH	½ Termly							
	4. Key stage teams to work collaboratively to deliver high quality and Attention Autism, Sensory Stories and Communication Sessions	KS Leads	Ongoing							
To embed the foundation curriculum	Key stage Teams to complete Long Term Plans ahead of time to ensure that all foundation subjects are taught.	KS Leads		Students will have access to a broad, balanced and aspirational curriculum,						

	Foundation framework to be shared with all staff.	HoS & DH		which in turn will give them skills and knowledge to prepare them for the next steps in their educational journey.					
	Allocate foundation subject coordinators.	SLT							
	Ensure coverage of foundation subjects on weekly timetables and short-term planning.	KS Leads							
Teachers take leadership of the classroom and manage their team and pupils personalised learning effectively	Baselining is used effectively to inform planning across all phases.	KS Leads	Ongoing	<ul style="list-style-type: none"> <li>- Teaching teams will develop their skills as practitioners and will feel confident and adequately equipped to meet the complex needs of our students.</li> <li>- All teachers will become confident and skilled in delivering high quality teaching and learning.</li> </ul>					
	Teachers can confidently evidence progress of students and use this to inform teaching & Learning and assessment.	Teachers	Ongoing						
	Teachers to set impactful and high-quality individual targets.	Teachers	Termly						
	Teachers to become upskilled in managing their teams effectively by attending relevant training.	DH	Ongoing						
	Core Documents of high quality, that are signed and dated, are in place.	HoS & DH	Summer Term						
All students to make good and/ or exceeding progress in maths and reading.	1. Maths Lead to complete a resource survey to ensure that adequate resources are in place for all learners and every classroom.	Maths Lead	Autumn Term	<ul style="list-style-type: none"> <li>- All students have access to outstanding teaching and learning.</li> <li>- Phonics screening will show good progress in reading.</li> <li>- Where it is appropriate, students will be entered for Functional Skills exams in Maths and English.</li> </ul>					
	2. Inspirational planning for Maths to be in place.	Maths Lead & DH	Ongoing						
	3. Maths Lead to scrutinise Long and short time planning to ensure that broad and balance maths curriculum is being implemented across all phases.	HoS, DH & Subject Leads	Termly						
	4. Teacher Coaching	HoS, DH & Subject Leads	Ongoing						

	5. Phonics assessments to be completed rigorously and on time in KS3 and KS4	English Lead	Ongoing						
	6. English Lead to regularly scrutinise Reading Books	English Lead	Autumn 1						
	7. Baselinining to be used effectively to inform planning.	Subject Leads	Ongoing						
	8. All staff to attend training re: teaching Reading.	English Lead	Autumn 1						
BTEC and PFA curriculum to be embedded in the 6 <sup>th</sup> Form.	1. Baselinining in the 6TH Form to be completed using PFA Framework on Earwig.	Teachers	Autumn 1	<ul style="list-style-type: none"> <li>- Students in 6th Form will gain skills and knowledge to prepare them for the next steps in their journey.</li> <li>- All students on the Subject Specific Pathway complete at least 3 BTEC units per academic year.</li> </ul>					
	2. All students not on the engagement Pathway to be enrolled in BTEC program and to complete BTEC units listed in the Long-Term Plan.	BTEC Nominee	Autumn Term						

PERSONAL DEVELOPMENT										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Core documents are written collaboratively including pupil voice and inform practise to promote independence.	1. All documents to be shared with parents and teaching teams.	HoS & DH	Autumn	<ul style="list-style-type: none"> <li>- All staff will have knowledge and understanding of student's needs and will be able to demonstrate this in their daily interaction.</li> <li>- The consistency of approach in meeting student's needs will be in place.</li> <li>- Students and their families will be actively involved in creating core documents.</li> </ul>						
	2. Teachers to update the core documents and to ensure that are signed and dated.	HoS & DH	Autumn							
	3. Students voice to be included in the core documents.	HoS & DH	Autumn							
All pupils will access opportunities that enhance and enrich their curriculum.	1. Key stage leads to ensure that enrichment activities are included in long term and short-term plans, i.e. walking groups, Horse Riding, Trampolining, Travel Training	KS Leads	Ongoing	<p>Students' well-being and self-esteem will notably improve.</p> <p>Students will feel confident in transferring and using their knowledge and skills in different environments.</p>						
	2. DoE Award to continue being offered in ETC	Luke	Ongoing							

	3. Students to be offered an opportunity to take part in Jubilee challenge	DH	Spring Term	<p>Access to a variety of outdoor activities will have a positive impact on students' physical development. Through links with community students will develop a sense of belonging.</p>					
	4. Evolve training to teachers to ensure that all trips are risk assessed correctly	HoS	Autumn 2						
To ensure that all staff understand new Gatsby Benchmarks.	1. New Federation Careers plan that reflects new Gatsby Benchmarks to be in place.	HoS	Autumn 1	<ul style="list-style-type: none"> <li>- ETC will meet National Statutory Guidelines.</li> <li>- Student to whom it's appropriate, will have access to meaningful work experience opportunities.</li> <li>- Students and their families will have relevant and up to date information about the work market.</li> <li>- The aspiration of all students and their families with regards to next steps in their futures will be raised.</li> <li>- Students will have secure understanding of their skills and development targets in work related learning.</li> </ul>					
	2. Staff Training.	HoS	Autumn 1						
	3. Extending work experience opportunities to Year 7, 8 and 9.	Luke	Ongoing						
	4. Roll out of Vocational Booklets across the college.	Luke/KS Leads	Ongoing						

BEHAVIOUR & ATTITUDES										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Relational and restorative practice is embedded so all pupils are well supported, feel safe at school and have their voice heard and responded to.	1. Allocation of Advocacy Champions in each team.	Advocacy Lead	Autumn 1	<ul style="list-style-type: none"> <li>- Students will feel happy and safe in school. This in turn will allow them to access learning and to make good progress in meeting their Home School Agreement Targets.</li> <li>- The school culture will be that of shared understanding and high aspirations for students to achieve their potential.</li> <li>- All staff will have knowledge and understanding of relational practice and will be able to implement it in their daily practice.</li> </ul>						
	2. Core documents shared, read and understood by teaching teams.	HoS & DH	Autumn 1							
	3. Training for new staff re: relational practice.	Amy Ley	Autumn 1							
	4. Positive Behaviour Support Plans in place when needed.	CDMT	Ongoing							
	5. Consistency of approach in meeting students' needs.	CDMT & SLT	Ongoing							
	6. Staff to employ solution focused techniques to support students' behaviour.	CDMT & SLT	Ongoing							
	7. All staff to manage low level behaviour effectively.	CDMT & SLT	Ongoing							
To empower and enable all students to use technology.	1. Audit of Sensory and Communication Resources (empowering all students to use technology)	Mary & DH	Autumn Term	<ul style="list-style-type: none"> <li>- All students will have access to tools necessary for them to access learning.</li> <li>- All students will make good progress towards</li> </ul>						
	2. Budget for improving resources.	SLT	Autumn Term							

	3. Communication Books to be in every classroom.	Teachers	Ongoing	<p>meeting their Home School Agreement Targets.</p> <p>- Students' communication skill will improve, as a result of communication resources being used consistently.</p>					
	4. Grid to be used consistently and effectively across the college.	HoS & DH	Ongoing						
	5. The same symbols to be used across the setting.	ICT Team & Communication Lead	Autumn Term						
	6. ICT Training	ICT Team	Spring Term						
For students to become active learners.	Staff training on improving learners' independence.	HoS	Ongoing	<ul style="list-style-type: none"> <li>- Students' independence will improve.</li> <li>- Students' ability to make decisions and take risks in their learning will notably improve.</li> <li>- Students will become less reliant on adult support.</li> </ul>					
	Peer to peer assessment	Subject Leads	Ongoing						
	Self-assessment	Subject Leads	Ongoing						

LEADERSHIP & MANAGEMENT										
Intent	Implementation			Impact	Evaluation					
	What needs to be done?	Who is leading?	By when? Cost?		25 <sup>th</sup> Oct	20 <sup>th</sup> Dec	14 <sup>th</sup> Feb	4 <sup>th</sup> Apr	23 <sup>rd</sup> May	23 <sup>rd</sup> July
Empower staff to recognise and report low level safeguarding and staff conduct concerns.	Commission external safeguarding training specifically focused on low-level safeguarding concerns.	SLT	Autumn Term	<ul style="list-style-type: none"> <li>-All staff will follow the Federation Conduct, Safeguarding and Behaviour Policy.</li> <li>-All staff will feel confident and skilled in identifying and reporting Low Level Safeguarding Concerns.</li> <li>-Students will be kept safe.</li> </ul>						
	Review internal safeguarding induction training to ensure there is thorough coverage of identifying and reporting low-level safeguarding concerns and the whistleblowing policy.	DSLs	Autumn Term							
	½ termly monitoring of the frequency of CPOMS reporting to identify and investigate potential under and over reporting.	HoS	Autumn Term							
	Ensure leadership models an open culture where staff feel safe to raise concerns without fear of reprisal- relaunch conduct / culture / whistleblowing/ reporting low level concerns during September inset days	HoS	Autumn Term							
Middle Leaders to drive improvement across the Key Stages and the subjects they lead.	HoS and Deputy to meet regularly with Middle Leaders	HoS, DH & Middle Leaders	½ Termly	<ul style="list-style-type: none"> <li>- Middle Leaders will have clear understanding of their roles and responsibilities.</li> <li>- Cohesive and collaborative approach to improving teaching and learning across all key stages will be in place.</li> </ul>						
	PPA time to be used effectively	HoS, DH & Middle Leaders	Ongoing							
	Teacher Coaching	HoS, DH & Middle Leaders	Ongoing							

	Collaboration with colleagues across the Federation and the Local Authority	HoS, DH & Middle Leaders	Ongoing	<ul style="list-style-type: none"> <li>- Aspirational and high quality MTP will be in place.</li> <li>- All teams will work collaboratively to meet the site and Federation development targets.</li> <li>- Students will make accelerated progress.</li> </ul>					
	Lesson Observations and MTP scrutiny	HoS, DH & Middle Leaders	Ongoing						
	Key Stage Action Plans and Subject Action Plan to be completed and evaluated in a timely manner.	HoS, DH & Middle Leaders	½ Termly						
	Key Stage and Subject Action Plan to have clear links to site and Federation Action plan.	HoS, DH & Middle Leaders	Ongoing						