



INCORPORATING



DEVELOPMENT & INNOVATION PLAN

September 2024 – July 2025

**Everyone will be the best that they can be
Everyone has a voice
No-one is excluded**

Monitored via SLT and Governor Monitoring Strategies

Evaluated via termly Executive Head's Report to Governors



5 YEAR STRATEGIC AIMS ACROSS THE LEARN TO LIVE FEDERATION

- **Improve pupil outcomes**
- **Enhance our provision and facilities**
- **Clear and consistent communication and engagement between all stakeholders (internal and external)**
- **Financial stability**
- **Ensuring expertise and leadership for all**
- **Empowering families and communities**
- **Keeping everyone safe**

Federation Development and Innovation Plan: Priorities

QUALITY OF EDUCATION

- To embed a robust Engagement Pathway across the Federation, promoting active student involvement, personalised learning, and positive relationships that support both academic and social-emotional growth.
- To provide adapted teaching and learning opportunities that consistently challenges every student at their level of understanding, ensuring equitable academic growth and fostering a culture of high expectations and achievement for all.
- To effectively use formative assessment data to inform and adapt teaching and learning strategies, ensuring that every student makes measurable progress and achieves their full potential.

PERSONAL DEVELOPMENT

- By breaking the cycle of dependency, the school will empower students to be as independent as possible, taking responsibility for their learning and personal development, preparing them to be confident and resilient individuals reducing reliance on teachers and external support for academic success and personal development.

BEHAVIOUR & ATTITUDES

- To continue to ensure clear, transparent, and effective communication channels among students, parents, teachers, and the wider community, ensuring that all stakeholders are informed, engaged, and involved in the school's activities and decision-making processes.
- To foster positive, supportive, and respectful relationships within the school community by embedding relational practices that enhance student well-being, build trust, and promote a culture of mutual respect and emotional safety.

LEADERSHIP & MANAGEMENT

- To develop the capacity of middle leaders to effectively analyse and use assessment data to drive whole-school improvement, ensuring that data informs teaching, learning, and strategic decision-making to improve student outcomes.
- To maximize the effectiveness of teaching assistants (TAs) in supporting student learning and well-being, ensuring they contribute meaningfully to whole-school improvement by enhancing instructional quality, providing targeted support, and promoting positive student outcomes.
- To establish a structured Continuous Professional Development (CPD) programme that focuses on innovative teaching methods, ensuring that leaders at every level have the knowledge, skills, and confidence to drive whole-school improvement and foster high-quality teaching and learning practices.



Bidwell Brook School Development Plan

written by Kate Bromage

QUALITY OF EDUCATION

Key Priority:

- 1) To embed a robust Engagement Pathway across the Federation, promoting active student involvement, personalised learning, and positive relationships that support both academic and social-emotional growth.
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Intent	Implementation			Impact	Evaluation By					
	What?/Who?/When?/Cost?				25/10	20/12	14/2	4/4	23/5	23/7
	List how you are going to achieve your intent. What needs to be done?	Who is leading?	By when? Cost?							
Key Priority 1: The engagement pathway curriculum intent and implementation are embedded securely and consistently across the school.	1. Engagement pathway curriculum assessment framework is uploaded to Earwig. 2. Finalised curriculum and assessment framework is shared with all staff. 3. Engagement pathway curriculum coverage is sequentially sequenced and plotted on the long-term plan. 4. Engagement pathway is added to the subject specific MTP template for English (Communication), Maths (Cognition and Learning) and PSHE.	Marie Kate	Autumn 1	The curriculum offer is broad and supports the academic and social growth of all engagement pathway learners.	1.					
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<p>All teachers have a firm and common understanding of the school's engagement pathway curriculum intent and what it means for their practice.</p>	<ol style="list-style-type: none"> 1. Staff CPD to ensure staff are aware of curriculum expectations and what high quality teaching looks like for engagement learners. 2. Teachers to visit PMLD schools/provisions (Vranch, Millwater, Mayfield etc). 3. Peer observations and feedback. 4. Engagement Lead to coach teachers so that MTP's and STP's are skilfully written to enable all engagement pathway learners to access learning and make progress. 	<p>Marie, Kate, Engagement Lead</p>	<p>Autumn</p>	<p>Increase in confidence and skill at planning for engagement pathway learners. Learning time is used effectively across the week and sequences of learning.</p>	<p>1.</p>					
<p>Across all parts of the school, series of lessons contribute well to delivering the engagement pathway curriculum intent.</p>	<ol style="list-style-type: none"> 1. Engagement Lead to ensure MT and STP's account for sequence and progression, enabling learners to progress. 2. Audit and purchasing of agreed universal resources to ensure classes are resourced with assistive and adaptive equipment enabling all learners to access learning. 3. Half termly audits to ensure LTP, MTP, STP and dip ins triangulate- feedback and coaching to support staff development. 4. Dip ins and coaching cycle- peer, middle leaders and SLT to improve the quality of education for engagement pathway learners. 5. Physical Development Lead to ensure long term plan has an equitable offer for engagement pathway learners. 6. Personalised timetables are audited to ensure all needs are being met and action is taken where gaps are identified. 	<p>Engagement Lead, Kate, Physical Development lead</p>	<p>Summer</p>	<p>All learners are able to access learning and receive a quality of education that is at least good.</p>	<p>1.</p>					
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<p>Pupils develop targeted and personalised knowledge and skills across the engagement pathway curriculum and, as a result, achieve well. This is reflected in their engagement with learning and assessment.</p>	<ol style="list-style-type: none"> 1. Engagement Lead to support teachers to baseline engagement pathway learners to ensure accuracy 2. Ensure planning is sequential and sequenced, enabling students to progress and build upon prior learning through use of the assessment data and curriculum pathway. 3. Engagement Lead to analyse data termly to ensure all learners are making expected progress and investigate, challenge and target any areas of concern. 	<p>Kate, Engagement Lead</p>	<p>Termly</p>	<p>All engagement pathway learners make good progress, this could be lateral or linear and based upon a personalised understanding of the learner and their context.</p>	<p>1.</p>					
<p>Key Priority 2:</p> <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum. Teachers adapt their teaching to challenge every student.</p>	<ol style="list-style-type: none"> 1. Adaptive teaching and lesson structure training based upon Rosenshine’s principles for all teaching staff. How do we make lessons accessible to all learners? How are worksheets used/adapted? 2. How should lessons be structured to recap and move on learning? 3. Teaching staff training for equipment and IT that can support learners to access the curriculum, e.g. clicker 6, in print, voice to text, text to voice, lower case/larger keyboards etc. 4. Half termly peer obs, middle leader obs and coaching cycle with challenge focus. 	<p>Tom, ICT Team, Therapies, Communication</p>	<p>Autumn Termly</p>	<p>Staff have high expectations for all learners, all learners are sufficiently challenged and stretched and able to access learning in every lesson through the use of adaptive teaching.</p>	<p>1.</p>					
<p>Key Priority 2:</p> <p>The work that sixth form students do over time embodies consistently demanding curriculum goals. It matches the aims of</p>	<ol style="list-style-type: none"> 1. Sixth form teaching staff training for evidencing and accrediting BTECS. 2. Sixth form long and medium-term plans are finalised to ensure coverage of preparation for adulthood and BTEC units. 3. Questioning and self-assessment is used effectively and consistently in school- staff training and dip in focus. 	<p>Monika, Marie, Nat</p>	<p>Autumn</p>	<p>All students achieve well. Increased number of students achieving formal functional skill qualifications. Most students will access BTEC content, some will achieve accreditations.</p>	<p>1.</p>					

the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.	4. BKS training to ensure tool is being used to effectively identify and target gaps and support students to achieve functional skill qualifications.			All pupils will be equipped for their next steps and destinations will be aspirational for all.	4.					
In Early Years, staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.	<ol style="list-style-type: none"> 1. Learning environment audit to highlight and address gaps 2. Communication lead ensures all learners are baselined on the AAC pathway and appropriate strategies are implemented 3. EY lead is given fortnightly release time to develop and implement a robust action plan to improve the continuous provision and outdoor learning environment 	Kate, Marie, Kerry	Summer	The quality of early years education provided is exceptional.	1.					
<p>Key Priority 3:</p> <p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps</p>	<ol style="list-style-type: none"> 1. All core subject assessment frameworks are baselined on Earwig. 2. Middle leader training to use data to inform next steps and target gaps. 3. Middle leaders analyse core subject data on a termly basis. 4. Middle leaders use assessment data to inform and evaluate action plans/interventions/areas for development. 5. Middle and senior leaders use data to inform professional conversations with teachers. 6. Middle leaders feedback on data to SLT half termly. 7. Teaching staff training on using assessment data to inform next steps in learning and to target gaps and misconceptions. 	Marie	Summer	All students achieve well, evidenced by assessment data on Earwig for core subjects and HSA's.	1.					
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	8. Teacher training for BKSB.				8.					
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PERSONAL DEVELOPMENT

Key Priority:

1) By breaking the cycle of dependency, the school will empower students to be as independent as possible, taking responsibility for their learning and personal development, preparing them to be confident and resilient individuals reducing reliance on teachers and external support for academic success and personal development.

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Pupils are enabled to be confident, resilient and independent.	1. Teaching staff training on lesson structure to promote routine, engagement and independence.	Marie	Autumn	1.						
	2. Clear lesson structure expectation set, followed up by peer observations and feedback and middle leader and senior leader dip ins			2.						
	3. Learning environment audits are completed by KS Leads and actioned by class teachers to ensure learning environments facilitate independence			3.						
	4. Term 1 relational practice focus to be 'protection' with a plan/do/review cycle on routine, structure, boundaries and transitions.			4.						
	5. Development of self-assessment tool for upper and lower school.			5.						
New PSHE and Life Skills curricula are	1. New curricula shared with staff.	Tom, Jamie	Autumn	1.						

fully implemented, opportunities for personal development extend beyond class-based learning.	<ol style="list-style-type: none"> 2. PSHE Lead to update long and medium-term plans in line with changes. 3. AHT to review opportunities for personal development, ensuring equitability of offer and opportunity for all students. 			The school consistently promotes the extensive personal development of each pupil.	2.					
All students are understood and empowered to be the best they can be.	<ol style="list-style-type: none"> 1. CPD on Autism Awareness, Visual information/Teacch principles. 2. Core documents audited, informing cycle of feedback and training. 3. Core documents are used to inform and guide classroom practice. 4. Zones of regulation embedded across school and used effectively by staff and students so that pupils are empowered to recognise and understand their needs and develop self-regulation skills. 5. End of Key Stage expectations developed in collaboration with Key Stage Leads. 6. Attachment based mentoring used as a targeted intervention for pupils requiring additional support to build self-esteem and independence/advocacy skills. 7. Communication Lead to map each student on the AAC pathway, ensuring each student has a voice. 	Kayleigh, Tom, Dawn		Adults are attuned and responsive to the individual needs of students. Learning environments enable and empower students to thrive. All staff have high expectations Every student has a voice.	1.					
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BEHAVIOUR & ATTITUDES

Key Priority:

- 1) To continue to ensure clear, transparent, and effective communication channels among students, parents, teachers, and the wider community, ensuring that all stakeholders are informed, engaged, and involved in the school's activities and decision-making processes.
- 2) To foster positive, supportive, and respectful relationships within the school community by embedding relational practices that enhance student well-being, build trust, and promote a culture of mutual respect and emotional safety.

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<p>Key Priority 2:</p> <p>Universal relational practice is embedded across school.</p>	<ol style="list-style-type: none"> 1. Review CDMT/Pastoral Team offer, ensuring clarity of purpose, roles and responsibilities, process and offer. 2. Develop relational practice audit, focus on 1 area per half term (starting Autumn 2). 3. Share Pastoral Team dip in focus each half term along with what we are specifically looking for- clear expectations. 4. Staff training- what does this look like, how can this be implemented? 5. Peer observations to share good practice and encourage self-reflection/development. 6. SLT/Behaviour support dip ins using audit tool- baselines for next steps and evaluation of impact. 7. Specific feedback, coaching and analysis feeding into CPD and training cycle from dip ins. 	Kate, Tom Matt	Across year	<p>Low level incidents are de-escalated quickly and effectively by staff, reducing the number of medium and high risk incidents. Classes are calm and settled with minimal low level disruption. All students feel protected, connected, understood and cared for.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</p>	1.						
<p>The school takes intelligent, fair and highly effective action to support and understand students who are communicating through behaviour</p>	<ol style="list-style-type: none"> 1. Review of behaviour support offer, roles, responsibilities, process and procedure. 2. Pastoral team quickly and effectively implement early interventions and support to prevent escalation in need. 3. Update support pathway to reflect process. 4. Weekly pastoral and behaviour support meetings to analyse data, triage and direct support/actions. 5. Evidence is used to inform coaching conversations to improve practice. 6. Risk reduction debriefs are conducted for all high-risk incidents. 	Kate, Tom Matt	Embedded by Spring	<p>All students are enabled and empowered to succeed in their education. Support and interventions are timely, proportionate and effective.</p> <p>Reduction in Annex R's and school refusal.</p>	1.						
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	7. Clarify pathway for when risk is too high to safely manage in school.				7.					
All staff manage behaviours promptly, effectively and safely	1. Staff confidence questionnaire regarding behaviour management to gather a baseline and measure impact.	Kate, Tom Matt	Across academic year	Reduction in staff absence. Increased staff confidence. Reduction in injuries to staff caused by pupil behaviour.	1.					
	2. Risk reduction debriefs for all high-risk behaviour incidents.				2.					
	3. Behaviour support lead to observe, review core documents and feedback/advise/coach when a need is identified from evidence gathered or concerns raised.				3.					
	4. All student facing staff are trained to use team teach.				4.					
	5. Under-reporting of incidents is monitored by SLT, KS Leads and Pastoral Team to ensure interventions and actions are happening quickly enough.				5.					

LEADERSHIP & MANAGEMENT

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- 2) To maximize the effectiveness of teaching assistants (TAs) in supporting student learning and well-being, ensuring they contribute meaningfully to whole-school improvement by enhancing instructional quality, providing targeted support, and promoting positive student outcomes.
- 3) To establish a structured Continuous Professional Development (CPD) programme that focuses on innovative teaching methods, ensuring that leaders at every level have the knowledge, skills, and confidence to drive whole-school improvement and foster high-quality teaching and learning practices.

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Middle Leaders have the knowledge and	1. Middle leaders to meet with SLT Lead every half term to review action plans, discuss data evaluations and for coaching.	SLT	Half termly	Focussed action plans driving improvement, linked to FDIP and school action plan objectives.	1.					

skills they need to drive improvement.	2. Training for teaching staff on effectively delivering feedback.				2.					
	3. Opportunities to practice and develop feedback and coaching skills with a peer.				3.					
	4. SLT to coach.				4.					
	1. Middle Leader CPD – as needs/next steps are identified during appraisal process.	SLT Lead	By end of year	All middle leaders have accessed at least one CPD opportunity relevant to their area.	1.					
	1. Earwig data analysis training- how we analyse data to inform next steps at a class and middle leader level.	Marie	By end of year	Improved student outcomes. Targeted planning.	1.					
	1. New SLT develops clarity or roles and effectiveness. Regular meetings, actions set and reviewed. Minutes recorded. 2. Review process highlights training needs, leading to coaching/training etc.	Kate	Weekly	All members of SLT feel confident in their roles and have the skills they need to perform effectively.	1. 2.					
	1. Staff CPD meeting session- How we use TA's/deployment/how to support learning and independence. Followed up by dip in focus.	Marie	Ongoing	Staff are deployed effectively and do not hinder progress.	1.					
	1. HLTA's have the skills they need to plan and deliver effective teaching and learning. Coaching, appraisals, observations, planning scrutiny and training with Marie.	Marie	Ongoing	HLTA's deliver quality sessions that contribute to effective sequences of learning.	1.					
	1. New staff are effectively inducted and supported to succeed in their role. 2. New teacher programme delivered promptly and effectively to ensure teachers are able to fulfil the roles and responsibilities of the job. 3. New TA programme written and implemented. 4. Consider a skills and training audit to identify gaps in knowledge. 5. Induction checklist to record that all essential areas have been discussed.	Marie, Robyn, Kate, Sarah	Ongoing	New staff have the knowledge and skills they need to fulfil their roles. All staff pass induction period and feel confident within their role. Gaps are identified quickly and responded to.	1. 2. 3. 4. 5.					



Ellen Tinkham School Development Plan

written by Katy Bradley

QUALITY OF EDUCATION

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Upskill TA's on observation and formative assessment.	1. Staff training in Tuesday afternoon meetings.	Robyn	£0 By the end of Autumn	1.						
	2. Additional D-Grade training to encourage peer-to-peer training.			2.						

Improve the quality of planning.	<ol style="list-style-type: none"> 1. Ensure planning is completed ahead of time and the monitoring cycle is clearly communicated and rigorous. 2. Deliver CPD on planning to teachers and HLTA's. 3. Group KS2 shared planning into subject specific and engagement level. 	Katy, Robyn and KS Leads	<p>£0</p> <p>By the end of the Autumn.</p> <p>Initial training ready for September</p>	<p>Quality of planning will improve. Planning will be more engaging and there will be less unplanned time.</p> <p>Pupils will make better progress be better matched to the students' needs.</p> <p>Teachers will become more expert in planning for the student needs in their class. Planning will be more personalised.</p>	1.					
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					3.					
Ensure better coverage of subjects in planning for pupils on the subject specific pathway.	<ol style="list-style-type: none"> 1. To quality assure theme planning documents. 2. To create a subject coverage map in collaboration with subject leads. 	Robyn and Katy	<p>£0</p> <p>Coverage map to be completed by September.</p> <p>Quality assuring planning will happen throughout the year</p>	<p>The curriculum will be covered in its entirety without gaps. Pupil personal progress through the curriculum will be mapped through the new assessment frameworks enabling more personalised learning.</p>	1.					
					2.					
Re-open the Sensory Hub.	<ol style="list-style-type: none"> 1. To have our most experienced and skilled staff modelling good practise to less experienced staff. 2. To provide an effective learning environment to deliver teaching and learning for engagement model learners. 	Katy, Mary and Sarah	<p>£0</p> <p>Hub to be opened from September</p>	<p>Staff will be upskilled by observing good practise of their colleagues.</p> <p>Students sensory needs will be met more effectively.</p> <p>Sensory regulation resources will be available to a wider range of students.</p>	1.					
					2.					

PERSONAL DEVELOPMENT

Key Priority:

- 1) Enhance the teaching of independence skills and ensure the learning environment promotes independence.
- 2) Ensure we continue to offer an equitable and ambitious outdoor learning, rural skills and PE provision.

3) Embed the PSHE curriculum across all abilities.

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To create learning environments that enable independence.	<ol style="list-style-type: none"> 1. Review learning environment audit and simplify it. 2. Review audits and write requisition list. 3. Use INSET day time in September to communicate clear expectations about environments. 4. Transformation Tuesdays. 	Katy, Robyn, Class Teachers	Some money may be needed for resources following the environmental audit findings	Classrooms will be well organised and have the necessary visual and communication resources to enable students to be independent. TA time will be used more effectively. Teachers will be clear about the expectations and their responsibilities and this will improve accountability.	1.					
Home School Agreements will have targets that are explicitly about independence so that progress can be tracked.	<ol style="list-style-type: none"> 1. Communicate expectations to staff about HSAs. 2. KS Leads to monitor HSAs to ensure this is implemented. 	Class Teachers, Key Stage Leads	£0 From September Parents' Evening onwards	HSA targets will bring independence skills into focus for all stakeholders thus increasing the chances of progress in this are being achieved. Students will have increased independence which will improve self esteem, future outcomes and reduce reliance on adults at home and school.	1.					
Ensure the PHSE curriculum is embedded fostering essential life skills and promoting well-	<ol style="list-style-type: none"> 1. Develop the PHSE curriculum, including the coverage, now that the assessment framework is written. 2. Staff meeting to roll out the assessment framework and curriculum coverage. 	Katy, Robyn, PSHE Lead	From September. Some curriculum budget funding	Improved quality of PSHE teaching which is important for well-being, independence and personal safety.	1.					

rounded individuals equipped for active participation in today's British Society.	3. Appoint new PHSE lead to monitor the planning of PHSE.		may be required to purchase additional teaching resources.	Teachers will feel more confident teaching PSHE. Students will become active citizens in their local communities, equipped with essential social skills to navigate an increasingly diverse society. This preparation fosters responsibility and engagement, empowering them to contribute positively to their local communities.	2.					
					3.					
Ensure our offsite learning offer is not impacted by the redundancies.	1. Katy to lead the Energise team and meet regularly with Jordan Conibere to organise the Outdoor Ed offer. 2. KS leads to co-ordinate the PE provision and sporting opportunities.	Katy B, Jordan C, Key Stage Leads	Considered allocation of Sports Premium and Pupil Premium Money	Students will receive an equitable and high quality physical and offsite curriculum. The school will continue to take part in sporting events with other schools and will host events as well as attend them.	1.					
					2.					

BEHAVIOUR & ATTITUDES

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Increase opportunities for pupil voice to be heard.	<ol style="list-style-type: none"> 1. Ensure student council meetings are more frequent. 2. Consider student voice opportunities when making whole school decisions. 3. Involve KS2 learners in the theme planning to generate ideas from students about exciting learning opportunities they would find motivating. 	Amy L, Katy B, Key Stage 2 Leads	£0 Throughout the year	Student voice will be more evident in decision making. Student councils will meet more frequently.	<table border="1"> <tr><td>1.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	1.						2.						3.											
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Enable consistent communication support throughout the school.	<ol style="list-style-type: none"> 1. Use SharePoint to store uniform visual resources. 2. Appoint communication lead for the lower school. 3. Embed the use of GRID throughout the school through staff training. 4. Establish communication resources in all shared spaces for use during transitions. 	Laura Stubbe	£200 for resources. Resources to be in place for the start of Spring	Students will be better supported with communication at times of dysregulation throughout the school building (transitions, regulation spaces and playground for example). More students will be able to access an AAC device and assessments will be completed more frequently for personal devices. Workload will be reduced through resource sharing.	<table border="1"> <tr><td>1.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	1.						2.						3.						4.					
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LEADERSHIP & MANAGEMENT

Key Priority:

- 1) Middle Leaders monitoring teaching and learning effectively to drive improvement and growth.
- 2) Planned sequences for CPD for all staff at all levels.

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For middle and senior leaders to observe teaching and learning more frequently to inform training and support needs.	1. The meeting schedule for Middle and Senior Leaders 'catch up' meetings will be adhered to with more consistency.	Katy B, Robyn, Key Stage Leads, Subject Leads	September onwards	The quality of teaching and learning will improve. Teachers will feel more supported and that the school is invested in their professional development.	1.					
	2. Middle and senior leaders will increase the frequency of lesson observations and time working alongside teachers in classrooms.				2.					
To plan achievable sequences of CPD which is informed by the findings of monitoring.	1. For the CPD plan to be created and shared half a term in advance and the schedule adhered to with backups for delivery if personnel are away.	Robyn, Katy B	In advance of September for the Autumn	Staff will be clear about the CPD offer and when they will be receiving training. Staff will be able to request CPD in the areas they feel they need it. Staff will feel that their professional development is important. Staff will be empowered to meet the needs of the students better.	1.					
	2. CPD topics will be based on needs identified by staff voice, student voice and monitoring.				2.					



Ellen Tinkham College Development Plan

written by Monika Davis

QUALITY OF EDUCATION

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	What?/Who?/When?/Cost?				25/10	20/12	14/2	4/4	23/5	23/7				
	List how you are going to achieve your intent. What needs to be done?	Who is leading?	By when? Cost?											
Ensuring that each teaching team has an understanding of what good teaching and learning of students on the engagement model looks like.	1. 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? 2. Intensive Interaction/ Attention Autism/ Curriculum and Assessment. 3. Key stage Leads/ Teachers to lead on upskilling teaching teams. 4. Creation of whole school engagement room.	Monika, Key Stage Lead, Teachers	Autumn Team Meeting time	Students on the Engagement pathway will have access to high quality teaching. Students will make good and exceeding progress towards their HSA.	1.									
					2.									
					3.									
					4.									

	<p>5. Where KS3 and KS4 students can access bespoke learning.</p> <p>6. Training.</p>				5.					
	6.				6.					
<p>Consistent and inspirational planning in place ensuring that lessons captivate learners, foster engagement, and promote an understanding of the subject matter, ultimately inspiring academic excellence and everyone being the best that they can be.</p>	<p>1. Planning needs to be detailed enough for TA to deliver the lessons if needed.</p> <p>2. Middle Leaders to lead on ensuring that a broad and balance curriculum is reflected in planning and there are “no gaps in the coverage”.</p> <p>3. Evidence that assessment is used to inform planning.</p>	<p>Key Stage Leads, Teachers, HoS</p>	<p>Key Stage Lead time. Planning Scrutiny. Team Meetings. Data analysis</p>	<p>Planning has an inbuilt element of reflection: teachers are thinking how can I improve my teaching to ensure best outcomes for students. Planning is innovative and teachers are not afraid to try out new approaches and ideas. Students access a broad balanced and enriching curriculum offer tailored to their needs ensuring they made good progress. Access to broad and balanced curriculum.</p>	1.					
					2.					
					3.					
<p>To enhance vocational learning opportunities so that students are equipped with practical skills and knowledge essential for their future lives. Introduction of BTEC in the 6th Form.</p>	<p>1. BTEC unit to be implemented into 6th form curriculum.</p>	<p>6th Form Lead, HoS</p>		<p>Students in 6th Form will have access to Nationally Recognised accreditation.</p>	1.					
<p>Students are challenged at every level of development.</p>	<p>1. EVERYONE including students- to know what they are working towards (HSA).</p> <p>2. Students taking responsibilities for their learning.</p>	<p>HoS, Key Stage Lead, Teachers</p>		<p>Students becoming active learners. Students making accelerated progress.</p>	1.					
					2.					

	3. Peer to peer assessment. 4. Students filling in application form for the 6th Form Places.			Reduction of places in the 6th Form (no more than 30).	3.					
					4.					
Lesson time to be fully utilized to ensure that no learning opportunity is lost.	1. Training to effectively plan lessons. 2. Clear expectations of class routines. 3. Key Stage Leads to plan time tables.	Key Stage Lead, HoS		Every learning opportunity is maximized. Students' behaviour will improved (no lull in teaching and learning).	1.					
					2.					
					3.					

PERSONAL DEVELOPMENT

Key Priority:

- 1) By breaking the cycle of dependency, the school will empower students to be as independent as possible, taking responsibility for their learning and personal development, preparing them to be confident and resilient individuals reducing reliance on teachers and external support for academic success and personal development.

Intent	Implementation			Impact	Evaluation By					
	What?/Who?/When?/Cost?				25/10	20/12	14/2	4/4	23/5	23/7
	List how you are going to achieve your intent. What needs to be done?	Who is leading?	By when? Cost?							
Students to become more active learners, engaging with the learning process rather than passively absorbing information during educational activities.	1. Students taking responsibility for their learning. 2. Peer to peer assessment. 3. Self-assessment. 4. Ensuring the communication support is in place. 5. The use of ICT/clear assessment of level of support needed to complete work on Earwig. 6. Training on how to increase the (embed the use of Grid) independence/ problem solving skills. 7. Teaching and Learning to include opportunities to problem solve "get things wrong).	Amy L, Key Stage Leads, ICT Manager, Teachers, Communication Lead	Summer	Students will be aware of their HSA. Students will be involved in learning and decision-making process. Students will make accelerated progress. Students will be actively involved in the learning and decision-making processes, which will empower them to take ownership of their learning. This participatory approach will enhance their engagement and motivation, facilitating	1.					
					2.					
					3.					
					4.					
					5.					

				accelerated progress in their academic achievements. Nurture individual growth, enabling each student to reach their full potential in a safe and conducive learning atmosphere.	6.					
					7.					
Students to have access to a range of meaningful opportunities ie trips/ work experience/ life skills.	<ol style="list-style-type: none"> 1. Life Skills offer to include working in local community. 2. Work experience opportunities to be available to all KS4 and KS5 students. 3. Careers curriculum to be embedded. 	Key Stage Leads	Autumn/ Ongoing	<p>Students making progress in making meeting their work-related learning and PFA targets. Students are demonstrating significant progress towards achieving their work-related learning and preparing for adulthood targets. This is evidenced through enhanced engagement in practical activities, improved teamwork skills, and a deeper understanding of workplace expectations, ultimately fostering their preparedness for future employment opportunities.</p>	1.					
					2.					
					3.					
To provide KS3 students with swimming opportunities that enhance their physical and mental health, promoting sensory regulation and overall well-being through structured swimming activities.	<ol style="list-style-type: none"> 1. KS3 students to access swimming on a regular basis. 	Outdoor Learning Lead/ Key Stage Lead	Autumn	Students will be aware of healthy living principles. students will be equipped to make informed choices, fostering lifelong habits that promote overall health and well-being.	1.					

BEHAVIOUR & ATTITUDES

Key Priority:

- 1) To continue to ensure clear, transparent, and effective communication channels among students, parents, teachers, and the wider community, ensuring that all stakeholders are informed, engaged, and involved in the school's activities and decision-making processes.
- 2) To foster positive, supportive, and respectful relationships within the school community by embedding relational practices that enhance student well-being, build trust, and promote a culture of mutual respect and emotional safety.

Intent	Implementation			Impact	Evaluation By						
	What?/Who?/When?/Cost?	Who is leading?	By when? Cost?		25/10	20/12	14/2	4/4	23/5	23/7	
Ensure that Relational practice is embedded (Universal Provision). Ensuring that relational practice is embedded. All staff to establish and maintain connections that support student health and wellbeing.	<ol style="list-style-type: none"> 1. Building on skills and training developed last year. 2. Ensure this is reflected in the student voice in CPOMS. 3. Relational Practice. 4. Environment: purposeful. 	Amy L, Monika	Ongoing	<p>Students' behaviour is well managed and understood.</p> <p>Staff are consistently applying the principles of relational practice when supporting students</p>	1.						
Include ICT in teaching students on the engagement Pathway. To empower students on the engagement pathway to access	<ol style="list-style-type: none"> 1. Audit of sensory/ communication resources. 2. Training in using sensory/ communication resources. 	ICT Team, Communication Lead, Mary R	Summer	All students will benefit from the consistent use of communication resources. This in turn will have a positive impact on their ability to express themselves and to communicate their needs.	1.						

and use ICT to control their environment, enhance early language skills, facilitate choice-making, and promote social interaction.					2.					
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LEADERSHIP & MANAGEMENT

Key Priority:

- 1) To develop the capacity of middle leaders to effectively analyse and use assessment data to drive whole-school improvement, ensuring that data informs teaching, learning, and strategic decision-making to improve student outcomes.
- 2) To maximize the effectiveness of teaching assistants (TAs) in supporting student learning and well-being, ensuring they contribute meaningfully to whole-school improvement by enhancing instructional quality, providing targeted support, and promoting positive student outcomes.
- 3) To establish a structured Continuous Professional Development (CPD) programme that focuses on innovative teaching methods, ensuring that leaders at every level have the knowledge, skills, and confidence to drive whole-school improvement and foster high-quality teaching and learning practices.

Intent	Implementation			Impact	Evaluation By					
	What?/Who?/When?/Cost?				25/10	20/12	14/2	4/4	23/5	23/7
	List how you are going to achieve your intent. What needs to be done?	Who is leading?	By when? Cost?							
To further develop the role of Middle Leaders ie newly appointed 6th Form Lead, Maths Lead and KS3 Lead	<ol style="list-style-type: none"> 1. Regular meetings with Middle Leaders. 2. Action Plans created by middle leaders to clearly reflect areas of improvement for the Key Stage/ Subject. 3. Planning Scrutiny. 4. Long Term Planning is in place. 5. Middle Leaders to have overview of how Assessment is used to support Teaching and Learning. 6. Coaching - Joint lesson observation. 	Monika, Middle Leaders	Autumn/ Ongoing	1.						

