

## School Development Plan 2025-26

*The Glebe School vision is to ensure that everybody is included in a harmonious and celebratory school community that prepares all of our pupils to live life independently, responsibly and successfully.*

Quality of Education Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	Cost
1. To continue to strengthen the quality of teaching and learning across the curriculum.	1.1 Staff training on effective writing scaffolds such as sentence starters and structured writing tasks. Evident in all subject books.	Ongoing for the academic year but in place by the end of term 1.	GM, SC, JH in the provision  MDB in maths.  LS and DiB to lead whole school training.  All teachers to implement after training.	Improved lesson differentiation and accessibility for all learners.  Higher pupil engagement, especially among practical learners.  Improved engagement, teamwork, and active participation across lessons  Improved attainment due to adaptive strategies being put in place.	N/A
	1.2 Improved engagement and reduced anxiety for pupils with all teachers informing pupils of 'now' and 'next' activities.				
	1.3 Use of inprint to support all areas of learning is evident across the school.				
	1.4 Augmentative and Alternative communication is used consistently by all teachers in the provision.				
	1.5 Maintain Kagan focus on using Kagan structures to develop vocabulary.				
	1.6 Glebe expectations of SEN adaptive practice shared with staff.				
	1.7 Work with Thames London Maths Hub around mastery maths teaching in the classroom.				
2. Develop and embed a whole school reading policy to reinforce a consistent approach to the teaching of reading and phonics.	2.1 Revisit school expectations around reading and sharing of reading data progress in the autumn term.	Throughout the academic year.	HL and TK to lead. All teachers are accountable for employing strategies in lessons.	Increase in phonics screening and improved reading attainment.  The policy outlines agreed practices, approaches to phonics, reading instruction, and progression across all year groups.  Resources and texts used in teaching are aligned with the reading policy and ensure progression and inclusivity.	N/A
	2.2 Sounds write training for English teachers and then implementation in the school.				
	2.3 School reading policy devised and shared with all staff. Pupils read more as a result with pupils reading a greater diversity of texts.				
	2.4 Differentiated reading support and interventions are aligned with the policy and effectively target pupil needs.				
	2.5 All pupils visit and join West Wickham library.				
3. Embed effective work reflection	3.1 Marking & Feedback Policy is distributed and used consistently across the school by all staff.	On-going but evident	DiB to lead. All teachers are accountable for		N/A

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practices across the curriculum to support pupils in developing metacognition, ownership of learning, and independent improvement strategies.	3.2 Quality assurance through work reflection x 3 throughout the school year shows consistent use of marking codes and formative written comments that provide pupils with meaningful guidance on how to improve.	through term1.	employing this in lessons.	Clear links between feedback, reflection, and improvement in work quality.  Richer evidence in pupil work books to support teacher feedback, assessment and reporting.  Increased pupil metacognitive skills and ownership of learning.	
	3.3 Train staff on how to guide pupils in meaningful work reflections that are linked to learning objectives.				
4. To provide AI training for staff through the use of safe and accredited platforms that will reduce planning time but maintain high quality lesson content, structure and resources.	4.1 Conduct a staff survey to assess current AI knowledge and planning challenges	Autumn term. Reviewed in the summer term.	KC and DiB to lead on this.	Teachers can confidently and consistently use safe, accredited AI platforms to support lesson planning, resulting in reduced planning time while maintaining high-quality lesson content, structure, and resources, as evidenced by staff feedback, lesson observations, and planning audits.	£4,500 – assumption
	4.2 Select 1–2 AI platforms aligned with school values and curriculum needs.				
	4.3 Deliver introductory CPD sessions on AI literacy, safe usage, and ethical considerations				
	4.4 Select a group of teachers to pilot AI-assisted planning tools in their classrooms.				
	4.5 Collect feedback and case studies and share best practice to inform a broader rollout.				

Behaviour and Attitude Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
5.Enhance pupil behaviour and attitudes by embedding systems such as class charts and new inter-house competitions	5.1 Revisit classchart training for staff.	All staff using from term 1, evaluation of impact in the summer term.	HOYs lead on this. All staff accountable for embedding in their practice.	Increased consistency in classroom management.  More pupils feel encouraged to learn and work harder in lessons as they are regularly and consistently seeing their efforts being rewarded.	£1,926 classcharts subscription
	5.2 All staff are regularly using classcharts for positive reinforcement and reward.				
	5.3 Ensure tangible end of term awards are in place for pupils who are consistently doing well.				
	5.4 Ensure classcharts links with the house system and end of term house team rewards are in place.				
6.Developing pastoral interventions	6.1 Identify and train teaching assistants to complete draw and talk course.	FBB girls' group to start in the autumn	Overseen by LS. Led by HT and HV.	Improved attendance, self-esteem, and wellbeing in target groups.	Drawing and Talking £300
	6.2 Teaching assistants work with identified pupils to support regulation during lessons using d&w strategies.				

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including Walk and Talk, Draw and talk and FBB Girls Group.	6.3 Year 8 girls' group is identified to take part in football beyond borders programme.	term and evaluated in the summer. D&T when training is available.		Empowered students with improved confidence and attendance  Early intervention for behavioural issues; improved wellbeing.  Improved skill capacity of staff provides even greater support for pupils.	Football beyond borders Girls £18,000 for two years
7. Increase the number of staff that are trained in physical handling.	7.1 Book Sherwood trainers to deliver training on the January training day for all pastoral staff, provision and hub staff that are not trained.		LS to lead.	Increased numbers of staff trained in physical handling leads to greater awareness and skill in supporting dysregulated pupils.	£3,000 Sherward Training
	7.2 Look to train a Glebe member of staff as a trainer to complete refresher training.				
	7.3 Refresher training for staff that were trained during the last academic year.				
	7.4 Physical handling policy that outlines expectations and processes.				
8. Review and enhance sensory provision across the school to ensure it is fit for purpose and effectively supports pupils with sensory processing needs.	8.1 Conduct a sensory audit of existing equipment, and usage including input from staff, pupils and therapists.	Start in the autumn term with improved sensory equipment being used from term 1 to completion of a sensory room by the summer.	SLT to lead on spaces repurposing.  HV on sensory equipment alongside therapist input.  All staff responsible for implementing in the classroom.	Sensory spaces and strategies consistently support pupil regulation and focus.  Improved behaviour and emotional wellbeing for pupils with sensory needs.  Staff confident in supporting sensory processing challenges.  Provision clearly aligned with EHCPs and individual needs.	Allow £2,000
	8.2 Identify priority areas for improvement or investment including the provision flat.				
	8.3 Upgrade or repurpose sensory spaces based on audit findings.				
	8.4 Provide staff training on sensory strategies and how to use resources effectively.				
9. Develop and embed a dedicated Wellbeing Hub to provide targeted	9.1 Identify and prepare a dedicated space for the Wellbeing Hub.	From the autumn term.	Led by HT and PM.	Improved emotional regulation, resilience, and self-awareness in pupils.	N/A
	9.2 Launch a timetable of structured activities within the space.				

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and universal support for pupils' mental health, emotional regulation, and personal development.	9.3 Monitor impact through pastoral logs, attendance, and pupil voice.			<p>Reduced anxiety-related incidents and improved engagement in lessons.</p> <p>A supportive and accessible space for early intervention.</p> <p>Stronger mental health culture among staff and students.</p> <p>Evidence of impact feeding into EHCP reviews, safeguarding reports, and behaviour planning.</p>	
10. To provide dedicated spaces for therapists.	10.1 Audit existing office spaces and repurpose rooms as needed to provide a dedicated working space for therapists to work with pupils.	Summer 2025 ready for September.	Room reconfiguration led by JJ. Timetabling of rooms by DN.	<p>A supportive and accessible space for early intervention.</p> <p>Improved wellbeing of staff due to improved working conditions.</p> <p>Repurposed rooms reduce anxiety for pupils and improves engagement and progress through therapy interventions.</p>	<p>£11,500 to repurpose rooms (Demarc)</p> <p>£500 for Eden glaziers for the windows in these rooms</p> <p>£1,000 allowance for new furniture</p>
	10.2 Timetable of S&L/OT and counselling sessions in these rooms, including sessions led by teaching assistants.				
11. Move towards becoming a smart phone free school.	11.1 Order signal blocking pouches for phones.	From September.	SLT	<p>Increased student engagement during lessons and fewer distractions in classrooms and during study times.</p> <p>Improved academic performance over time.</p> <p>Increased face-to-face communication and stronger peer relationships.</p> <p>Fewer instances of cyber related incidents amongst pupils.</p>	£3,690 Cyber protection UK
	11.2 Inform parents and cares of school intention to become smartphone free.				
	11.3 Update policies accordingly and review the impact termly.				

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12. To provide PDA and ODD training for all staff.	12.1 Training for all staff around PDA and ODD.			Greater awareness, understanding and handling of pupils with either PDA or ODD.	£1,000 PDA society
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Personal Development Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
13. To align tutor time more closely with EHCP outcomes by embedding activities that support literacy development, wellbeing and enterprising skills and activities.	13.1 Staff updates on changes to tutor time programme. Policy and schemes adapted and updated including enterprising activities, mindfulness strategies and emotional check-ins (ZOR) and walk and talk.	To start in term one and fully reviewed at the end of the academic year.	Overseen by LS. All tutors responsible for implementing. HOYs to oversee EHCP outcomes.	Greater engagement by pupils in tutor time through a more personalised approach.	£1,500
	13.2 Tutor planning period to incorporate activities relating to tutees EHC outcomes and shared with HOYs.			Improvement in pupils' mental health, wellbeing and behaviour regulation.	
	13.3 All tutor groups to start with £50 for an in-year enterprising event.			More enjoyment during tutor time as pupils work together on enterprising activities that encourages problem solving, creativity and communication.	
	13.3 Sensory circuit training and other relevant training for staff to support the wellbeing of pupils in tutor time.				
14. Broadening parental engagement and participation in school life through workshops and community initiatives	14.1 Meet the leadership team and HOY event as a Q&A in smaller groups to improve two-way communication. Ensure all events have incentives to attend.	To start in September with events running throughout the year.	TK to provide strategic oversight with different staff accountable.	Stronger parental partnership and community links.	£200
	14.2 Host out of school hours social events to support parent and carer wellbeing, such as a community garden project.			Parent feedback collected after each session.	
	14.3 Continue to run workshops around the key themes that parents need to be aware of to keep pupils safe in education as well as outside of school.			Strengthened home-school relationships; improved parental engagement.	
	14.4 Encourage learning outside of school by encouraging parents to share their child's successes outside of school – dance, football clubs.			Increased community involvement; outdoor wellbeing opportunities.	
	14.5 Parents and carers as inspirators: Involve parents in careers and inspiration days.			School commitment to parental partnership is recognised through the Leading Parent Partnership Award accreditation.	
	14.6 Half-term holiday clubs.				
	15.1 New photos to be taken and selected for display.				£500

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15. Updated school pictures of pupils promote the school values as well as diversity and inclusion.	15.2 Photos put up across the school including the conference room, canteen and corridors.	Completed in the autumn term.	SD with overall responsibility.	Updated pictures make pupils feel valued and creates a greater sense of belonging in the school community.	
	15.3 School display policy is written and shared with staff.				
16. To encourage greater engagement in learning outside of the classroom.	16.1 Review school club offer and look to extend this by offering morning clubs.	Completed by July.	CM/EJ responsible for clubs and LOTC. GM responsible for provision target.	Pupils personal and social development in outside learning improves pupils' happiness and engagement in school life.  Pupils are more resilient, independent and able to problem solve as well as working successfully in teams.  Successful Learning Outside the Classroom accreditation.	Swimming lessons £4,000 LoTC membership £130 Forest school training £1000
	16.2 PE technician to complete forest school training with the intention to start forest school activities.				
	16.3 Application for learning outside the classroom award.				
	16.4 Provision pupils have weekly swimming lessons.				
17. Continue to improve the school support for pupils' mental health and wellbeing.	17.1 Identified pupils to complete the minds ahead secondary mental health peer mentoring programme.	Completed by July.	HT with overall responsibility.  HV for 17.4.	Greater variation in how pupils support their mental health and wellbeing.  Greater understanding and recognition from pupils as to what the contributing factors are that affect their mental health.  Pupils being able to employ a range of strategies that support and improve their mental health.	£150 Minds ahead mentoring scheme MindJam to be costed
	17.2 I need to talk boxes are installed and publicised to pupils as a way of providing greater support for pupils want a discreet way to ask for help.				
	17.3 Wellbeing bank to provide access to food, toiletries, clothing and homeware.				
	17.4 Pilot mind jam, online gaming to support pupils' mental health with 1 or 2 selected pupils				
18. To redecorate the school gym and install it with new equipment.	18.1 Quotes for decoration of the school hall.	Autumn term.	Led by JJ.	Redecorated space makes the PE home more welcoming for pupils.	£5,730 for decoration of hall – Kavco
	18.2 Install new basketball nets in the school hall.				
19. To celebrate the achievements of Glebe pupils at Bromley's SEND stars event.	19.1 Ensure pupils are nominated and sent through to the local authority.	Autumn term.	Led by IT.	Greater involvement in the local offer in a community event that will raise the self-esteem and confidence of SEND pupils.	
	19.2 Pupils, Parents and Staff attend the celebration event at the Warren.				
20. Streamline end-of-term letters to parents to ensure	20.1 Audit current end-of-term communication formats across departments.	Each term.	Overseen by TK.	Parents receive clear and concise updates at the end of every term.	

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key messages are clear, timely, and consistent across the school.				Reduced office/admin time in preparing and editing multiple letters. Improved parental understanding of school performance and upcoming plans. Higher engagement with key messages and dates.	
21.Ensure earlier and clearer communication with parents regarding school. trips to support planning, accessibility, and participation.	21.1 Staff to submit trip proposals by fixed cut-off dates each term.	On-going	TK	Parents feel better informed and prepared for trips. Fewer last-minute queries or payment issues. Increased pupil participation, particularly among disadvantaged families Improved perception of school organisation and transparency	
	21.2 Communicate trip information through multiple channels (email, website, letter).				
	21.3 Residential trip teams to have meetings with parents and carers before trips to assuage anxiety and reassure about health, safety and itinerary.				
22.Provide parents and carers with opportunities to see and discuss examples of their child's work during the annual review process, to deepen understanding of progress and promote home–school collaboration.	22.1 Update annual review guidance	From start of the annual reviews.	DN and MDS.  HODs to share work with DN and MDS on request for review meetings.	Parents gain a clearer understanding of their child's day-to-day learning and progress. Increased parental satisfaction and engagement in the annual review process. Stronger alignment between home and school support strategies. Pupils feel more involved and celebrated through sharing their work.	
	22.2 Staff to include showcasing pupil work. Provide a simple format for selecting and presenting key pieces (e.g., learning folder, photo evidence, or digital samples)				

Leadership & Management Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
23. To ensure targeted safeguarding	23.1 Ensure all staff read, understand & complete required evidence, for 'KCSIE 25/26', 'Working Together to Safeguard Children' guidance and the Child Protection & Safeguarding Policy.	KCSIE completed in September.	Overseen by LS and MAB.	All staff trained in KCSIE updates and as a result, safeguarding measures continue to improve.	National college used for staff

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measures and priorities are fully implemented across school.	23.2 Roll out of GERT (Glebe Early Risk Tracker) to staff during on the INSET day.	Tracking system by end of term 1. MHWB plan implemented by end of summer term.	KC to lead on 23.3.	Early risk tracker helps ensures that interventions and support are put in place as a preventative measure and therefore better supporting pupils' mental health, wellbeing and attendance and reducing the risks of exclusion.  Safer recruitment procedures remain thoroughly robust.	training £2,965 annual cost
	23.3 Review cyber security processes including filtering and monitoring provision. Complete yearly audit.				
	23.4 Safer recruitment training for identified staff as well as refresher training for staff.				
23. To upskill middle leader in order to develop leader capacity.	23.1. Cohort 1 of middle leaders to complete in-house TBO training in September.	All to be completed within the academic year.	DiB to lead.	Improved leadership capacity continues to improves standards in the school and therefore improving the overall educational outcomes for the pupils.	
	23.2 Trained middle leaders gain experience of observing and coaching through the TBO schedule.				
	23.3 Cohort 2 of middle leaders to complete in-house TBO training in January.				
	23.4 Trained middle leaders gain experience of observing and coaching through the TBO schedule.				
	23.5 Success of the programme evaluated.				
	23.6 All HODs to complete line-management training via the national college.				
24. To have an improved calendar of training events for parents and carers.	24.1 Devise a calendar of training events that will benefit the parents, pupils and the school including new sessions around themes that will help parents support their child – sleep, anxiety, resilience.	Training events to start in term 1. Calendar published in autumn term and on-going until the end of the academic year.	TK	Training events for parents and carers fosters even greater relationships with the school community, ensures values are aligned whilst providing a supportive space where ideas are shared around the needs of children with SEND.  Leads to overall achievement of parental kitemark.	
	24.2 Targeted parents' group to be identified.				
	24.3 Publish events on the school website.				
25. Continue improvements to the school site to provide better working conditions for staff.	25.1 Condition Improvement Fund Project timescale agreed for reheating distribution / radiator replacements.	Dependent on DFE timescale and RPA outcomes. Potentially 2027.	CC and JJ to lead and accountable.	Staff are able to control room temperature which makes for a more comfortable working environment.  Additional working space for teachers for planning, preparation and calls to families.	£42,836 school contribution to CIF heating project
	25.2 Office space decoration with in PE/Riverside ready for middle leader use.				
	25.3 Additional water station fitted in the main playground				
	25.4 RPA (Risk Protection Arrangements) to complete a site review. Act on recommendations.				



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	25.5 Source quotes to repurpose the breakfast room for 2026-27.				PE office refurb £1,130 £534 for additional water fountain
	25.6 Source quotes to repurpose the school hall seating arrangements.				
	25.7 Quotes and installation of room fitted fans.				
	25.8 Monitor the impact of the new cleaning contractors.				
26. Updated staff training calendar that includes diverse classroom content, SaLT and EHCP outcomes.	26.1 Keynote speaker to deliver training around the theme of diverse educators.	Throughout the academic year.	Led by LS and supported by DiB.	Improved teacher knowledge around these areas leads to improved teacher understand of pupils' learning needs which leads to improved learning environments in which pupils can progress.	£125 through specialist learning partnership
	26.2 Revisit SaLT training for all staff.				
	26.3 A learning bank event that focuses on EHCP outcomes resource sharing.				
	22.4 Encourage and celebrate best practice through TBOs.				
27. Embed a mentoring system to support the development of teaching assistants.	27.1 Induction programme of Glebe expectations for all new TAs is in place.	From the autumn term.	By SLT	Improved teaching assistant capacity leads to greater progress in the classroom from pupils.  Teaching assistants feeling valued and supported in their roles.	£5k
	27.2 Identify TAs/ Pastoral staff to complete FBB pastoral training programme.				
	27.2 Creation of new a role to oversee the support and development of teaching assistants.				
	27.3 TABO (Teaching Assistant Based Observations) put in place to provide further coaching and feedback.				
28. Provide abbreviated policies to keep staff, pupils and parents informed of school procedures.	28.1 Fortnightly policy update in staff briefings.	Start in the autumn and complete by spring.	SLT	Greater understanding and knowledge of school policies and why they are critical for a successful organisation.  Greater consistency from stakeholders in following school policy and procedures.	
	28.2 Identify essential policies for parents and carers and create abbreviated versions to share.				
	29.1 Prepare for IIP assessment in the autumn term.	September.	SLT/ POH	To keep the school Investors in People accreditation.	£7,400 IIP
	29.2 IIP assessor to meet staff and view paper work.				

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29.To successfully retain the Investors in People kitemark.	29.3 IIP to provide overall outcome and feedback to all staff.				
30. Heads of Department and Heads of Years to have a yearly development plan.	30.1 Template to be devised and shared at HOD/ HOY/HOP meetings.	To be completed in September.	LS/TK	<p>Plans help support the shared vision of the school and the success of the SDP.</p> <p>Longer term planning results in strategic planning that helps provide a timeframe, measurable goals and prioritising budget allocations.</p> <p>Demonstrates professionalism and foresight to parents, governors, and inspectors.</p> <p>Provides a better quality of education for all pupils.</p>	
	30.2 HOD/HOY/HOP to write their plan and ready to be implemented from September.				
	30.3 Plans shared with Headteacher during raising standards meeting in September/October.				
	30.4 Plans evaluated mid-year and during the summer of 2026.				
32. To update IT systems and infrastructure.	32.1 Wi-Fi to be upgraded and MIS to move to a cloud-based system.	Summer 2025		<p>School is better protected from cyber security threat.</p> <p>Improve online connection across the school.</p>	£23,250 for WIFI upgrade Upgrade to windows 11 to be costed
	32.1 PC to be upgraded to windows 11				
33. To provide relevant training for senior leaders	33.1 Training for CFO around Academy financial compliance and regulation as set out in the Academy Trust Handbook.	Throughout the academic year.	IT	<p>Thorough understanding and knowledge of Academy regulations.</p> <p>Academy remains compliant with DFE regulations.</p> <p>Internal and external audits demonstrate compliance with regulations.</p>	£250 Education conferences UK
34. To ensure careers advice and guidance updates are embedded.	34.1 Regular careers updates are included in the HT report to trustees.	Autumn term.	AW/ IT	School careers programme is compliant with government guidance.	
	34.2 School updates policy and procedures in line with DFE careers guidance.				
35. Review and update policies accordingly.	35.1 School policy is updated accordingly and in line with DFE updates.	Over the academic year.	SLT	Refinement of policies improves school operations and provides greater clarity of school procedures for all stakeholders.	
	35.2 Updates shared with trustees and staff.				