

School Development Plan 2026-27

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.

Safeguarding, Attendance and Behaviour	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	Cost
1. Maintain an outstanding culture of safeguarding that ensures the safety and wellbeing of every pupil and member of staff.	1. Ensure all staff read, understand & complete required evidence, for 'KCSIE 26/27', 'Working Together to Safeguard Children' guidance and the Child Protection & Safeguarding Policy is fully implemented.	September	MAB	Safeguarding remains effective, all statutory requirements are met and staff demonstrate consistently strong safeguarding practice.	N/A
	2. Safeguarding updates to trustees at first board meeting.				
2. Reduce persistent absence through targeted intervention, partnership working and personalised support.	1. Follow up with the 2025-26 pilot embedding best practice focusing on the bottom quarter of persistently absent pupils.	Ongoing, reviewed termly	MAB/HT	Persistent absence reduces and identified pupils demonstrate improved attendance and engagement with school.	£900 AV1 trial
	2. Liaise with the local authority to trial AV1 robots to help engage selected school refusers successfully implemented.				
	3. Use data from the attendance pilot to drive interventions.				
	4. Attendance raffle each term to encourage school attendance.				
3. Review and enhance the PSHE and ICT curriculum to reflect updated statutory guidance and emerging	1. PSHE curriculum schemes of work are reviewed including updates around safeguarding, health, online safety and harmful behaviours fully and successfully implemented.	In place from September	ZG	Updated PSHE and ICT curricula are fully implemented and reflect statutory guidance and emerging safeguarding priorities.	N/A see department budgets
	2. ICT curriculum schemes of work are reviewed and updated to include lessons around AI, safe use of AI and cyber security fully and successfully implemented.		MJ		

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safeguarding priorities.					
4. Strengthen the school's behaviour systems by enhancing policy, staff support and leadership capacity.	1. Communicate and embed Glebe expectations and behaviour protocols on transport with all local authority providers and reinforce transport etiquette with all pupils through assemblies with all relevant stakeholders.	September	LS/MAB	Behaviour practice is more consistent, staff confidence increases and behavioural incidents reduce over the year.	N/A
	2. Start the process of implementing behaviour support plans for all pupils.	Over the year	MAB		
	3. Lunchtime learning conversations rota with the school leadership team for the small number of pupils impacting learning and who are not abiding by the school rules and our high expectations is fully implemented.	Autumn term	SLT		
	4. Improved data to ascertain key points and trends in behavioural incidents. Pastoral team to send a report weekly to the SLT successfully implemented.	Autumn term	HV		
5. Improve pupil punctuality to lessons through consistent expectations, monitoring and targeted support.	1. Implement a 5-minute 'end of play, pack away' signal for pupils at the end of lunch consistently across the school.	From September	LS/MAB	Pupils arrive promptly to lessons more consistently, maximising learning time.	£250 printing costs
	2. Implement more visual timetables around the school to help pupils find their next lesson consistently across the school.				
	3. Ensure all teaching staff have a 'do now engagement task' on entry to lessons which can be done independently is fully implemented				
	4. An improved system is embedded that tracks and monitors punctuality and which holds pupils accountable successfully implemented.				
6. Develop staff expertise in positive	1. Refresher training for all staff around positive behaviour and pupil dysregulation training successfully implemented.	Late Autumn to Spring term	HM	Staff demonstrate increased confidence and consistency in positive behaviour	N/A internal training

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behaviour support, de-escalation and safer handling practices.	2. Bespoke training for teaching assistants around positive handling and behaviour management successfully implemented. Share best TA practice.	Autumn to Spring	LS	support, de-escalation and safer handling.	
	3. Ensure all teachers and teaching assistants to have appraisal PB targets to improve consistency and accountability.	Autumn term	LS		
7. Develop therapeutic learning environments that effectively support pupils' emotional regulation and wellbeing.	1. Repurpose the flat in the provision into a sensory room successfully implemented.		JJ	Calm, therapeutic spaces are available and pupils are better supported to regulate their emotions and return to learning.	£8,500

Curriculum, Teaching and Achievement	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
8. Develop staff confidence and competence in the effective and responsible use of Artificial Intelligence to enhance teaching, learning and efficiency.	1. Deliver AI training for staff that focuses on how it can support teaching, increase pupil engagement and help manage workload to a high standard.	Spring term	DiB	Staff use AI safely and effectively to enhance teaching, pupil engagement and workload efficiency.	N/A Internal
	2. AI working party to continue exploring best practice around suitable platforms.				
9. Expand food technology provision to	1. Complete installation of a new kitchen with hobs, work surface and ovens in the breakfast room.	Autumn term	JJ	More pupils access Food Technology and develop practical cooking and independent-living skills.	£23,500

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increase opportunities for pupils to develop independent living and cooking skills.	2. Timetable in place for provision pupils to have more food technology lessons successfully implemented.	Autumn term	GM		
10. Strengthen professional collaboration to ensure Glebe remains a centre of excellence in SEND education.	1. Participate in the newly launched Challenge Partners SEND peer review alongside mainstream schools.	Across the academic year – ongoing	SLT	Teaching and learning reflect sector-leading SEND practice through collaboration, peer review and external validation.	£2,950 challenge partners new SEND review element
	2. Senior leaders fulfil CP commitment by undertaking QAR reviews at other special schools as part of on-going professional development and seeking out best practice.				
	3. A successful Glebe QAR with a focus on the flexible learning hub as an area of excellence.				
	4. AHT for teaching and learning to lead the newly formed SEND working party through the challenge partners Bromley hub of schools.				
	5. Collaboration with all schools within the SLP continues to focus on improving teaching & learning and assessment including joint moderation events.				
11. Accelerate reading progress and improve literacy outcomes for disadvantaged pupils.	1. Daily reading in the classroom with targeted support from teaching assistants for pupils who have made less than 3 months progress fully implemented.	Start in the autumn term and review at the end of each term	LS/TK	Disadvantaged pupils make accelerated progress in reading and gaps in attainment narrow.	Dyslexia Action training for a teacher £4,000
	2. Targeted reading intervention for groups of pupils are in place and successfully implemented.				
	3. To identify and train glebe staff as a dyslexia specialist practitioner to provide bespoke support to dyslexic pupils as well as training for staff successfully implemented.				
	4. Impact data is shared with staff regularly.				

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12. Ensure robust assessment practice through comprehensive staff training and compliance with JCQ regulations.	1. Invigilation refresher training as well as malpractice workshops for all staff successfully implemented.	TBC	LS/TK	Assessment processes remain fully JCQ compliant, with increased staff confidence and reduced risk of malpractice.	N/A internal
	2. Review and update all access arrangements at the start of the academic year and before every assessment series as well introducing a tracking system to monitor completion of all required JCQ documentation in line with best practice.				
	3. Improved quality assurance arrangements for single led departments through regular entry level sampling of assessment to ensure JCQ compliance successfully implemented.				
13. Embed a consistent, high-quality approach to teaching and learning across the school.	1. The 'Glebe Way' to teaching and learning is developed and displayed in all classrooms.	Autumn term	DiB	High-quality teaching is consistently evident across classrooms through the embedded Glebe Way.	N/A internal
	2. SLT to do regular dop-ins in all classrooms to ensure that that this being implemented consistently across the school.	On-going starting from September			
	3. Continued training and support for staff to include focus areas including: AFL, Scaffolding and Kagan strategies.	TBC			
	4. Update the TBO proforma to reflect school priorities.	Autumn term			
14. Maximise the impact of teaching assistants through effective deployment, training and professional development.	1. Deliver clearer guidance to teachers around the role of the teaching assistant and school deployment expectations.	Autumn term	LS/TK	Teaching assistants are deployed effectively, leading to improved pupil engagement, independence and progress.	£3,850 challenge partners partnership
	2. Training for TAs including 'swap days' at other schools successfully implemented.	TBC			
	3. Selected TAs to complete MITA course through the challenge partners hub.	TBC			
	4. TA observation and feedback system is introduced and successfully implemented.	Summer term			
15. Embed the Glebe approach	1. AHT to meet with new staff and share expectations about the Glebe way.	Autumn term	DiB		

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to teaching and learning through a high-quality induction programme for new staff.	2. Teaching and Learning handbook is developed and shared with staff.			New teachers quickly understand and implement the Glebe Way, ensuring consistency from the outset.	
16. Embed consistent use of augmentative and alternative communication strategies across the provision.	1. Ensure All staff are trained and using Makaton consistently in the provision and training for new staff is delivered.	Autumn term and on-going	GM	AAC and Makaton approaches are embedded consistently, improving pupils' communication, participation and independence.	£800 Makaton training
	2. Ensure All pupils have communication boards that they carry with them at all times.	Autumn term			

Personal Development and Wellbeing Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
17. Increase opportunities for every pupil to perform, present and celebrate their achievements within the school community.	1. Pupils across all key stages perform in a Christmas production of Peter Pan.	December	CM	Pupils across all phases participate in performances and presentation opportunities, increasing confidence and self-esteem and communication skills.	£300 allowance for school production £1,000 allowance for workshops from Rap Therapy
	2. Pupils showcase their talents regularly in school assemblies through acting, singing, dancing, playing music, poetry reading and public speaking with updates from the school council.	Across the year	AW,CM,HL,JB		
	3. Ensure all pupils participate in a creative writing and presenting workshop delivered by Rap therapy.	TBC	EJ		
18. Enhance outdoor play and recreational opportunities to	1. Playground markings outside food technology are completed successfully implemented.	Autumn term	JJ	Improved play facilities enhance pupils' wellbeing, behaviour, physical activity and social interaction.	Up to £6,000
	2. Order more equipment and resources to enhance social communication and play.		LS		

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improve pupils' wellbeing and social interaction.	3. Develop a rota of pupil monitor responsibilities.		LS		
19. Establish an in-house counselling service to strengthen mental health and emotional wellbeing support.	1. Job descriptions and person specifications are put together and the role is advertised.	By end of summer term	JJ	An in-house counselling service provides timely, effective support for vulnerable pupils and improves wellbeing.	Internal Counsellor role £39,000 (SO1 point 23)
	2. Fulltime Glebe counsellor is employed providing a service to the school's most vulnerable pupils.				
20. Expand high-quality outdoor and experiential learning opportunities across the curriculum.	1. Outdoor learning coordinator completes forest school training.	Autumn term	.HM	Outdoor learning opportunities increase pupil engagement, resilience, confidence and personal development.	£10,000 for preparation of the site purchase and building the outdoor Learning base. £900 for LOTC accreditation and staff cost
	2. Continued rota of outdoor learning for the most vulnerable and at risk of exclusion pupils.	All-year	HM		
	3. Outdoor learning base is built in the quad to provide a learning space in adverse weather conditions.	September	JJ		
	4. Successful Learning Outside the Classroom accreditation.	Spring/summer	EJ/CM		
21. Introduce a school-branded PE uniform that supports pupil comfort, inclusion and wellbeing during warmer weather.	1. Identify at least 2-3 companies that provide school uniforms for SEND schools.	Autumn term with kit in place by summer term	SD	A suitable school-branded PE uniform improves pupil comfort, inclusion and participation during warmer weather.	N/A
	2. Pupils' input into the uniform including design and how the textures feel when worn.				
	3. Ensure All parents have the opportunity to buy a Glebe branded PE kit.				
22. Strengthen early intervention and specialist support for pupils	1. Bromley Y practitioners work with pupils in school based on school referrals.	All year	HT	Pupils with significant mental health needs receive timely, effective and coordinated support.	NA
	2. Recommendations from Bromley Y student surveys are acted upon by the school.	TBC			

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experiencing significant mental health needs.	3. Year 9 girls complete the second year of the football beyond borders course successfully implemented.	Summer term	MAB		
	4. Identified pupils participate in a weekly community-based project delivered by Crystal Palace FC.	Summer term	MAB		
23. Promote healthy lifestyles and wellbeing across the whole school community.	1. Audit and areas for development are identified since the last healthy schools award.	Completed by Spring term	VS	Healthy lifestyles are promoted across the school and progress is recognised through Healthy Schools accreditation.	£500
	2. Actions are embedded and application for Healthy School's award silver is submitted.				

Leadership & Governance Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
24. Successfully implement the new Management Information System to improve efficiency, communication and data management.	1. Training for staff on the September INSET around key features needed for teachers successfully implemented.	September	JD	The new MIS is fully embedded, improving efficiency, communication, data quality and reporting.	N/A
	2. Share regular data drops with staff including progress and attendance data.	Throughout the year	SLT		
25. Develop effective leadership and line management skills across the school.	1. To find a reputable company that can deliver line-management training successfully implemented.	Completed by the summer term	CC	Line managers demonstrate stronger leadership, communication, accountability and staff-development practice.	£1,000
	2. Ensure all line-managers to complete the training as part of the school training programme.		SLT		

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26. Establish and promote a strong identity and reputation for the Specialist Learning Trust.	1. Design and agree on a logo for the specialist learning trust.	Autumn term	CC/IT/SD	The Specialist Learning Trust develops a strong, recognisable identity and increased engagement with partner schools.	
	2. Liaise with website providers to design a separate site for the SLT.	Autumn term			
	3. Develop and implement promotional literature for the SLT and send out to selected schools within London.	Spring term			
27. Improve the school's resilience and preparedness for extreme weather events.	1. Audit of current practice to ascertain what is working well and areas for development.	All completed before the summer term	JJ	The school is better prepared for extreme weather, minimising disruption and protecting pupils, staff and the estate.	£40,000
	2. Source quotes for air conditioning and identify spaces in the school where the impact can be maximised successfully.				
	3. Complete installation of air conditioning and share hot weather plan with staff.				
	4. Source quotes for additional drainage system outside student reception to protect the building from flooding.				
28. Implement a planned programme of estate maintenance and improvement to enhance the learning environment.	1. Implement a rolling programme of classroom maintenance successfully implemented.	On-going	JJ	Priority maintenance projects improve the safety, condition and appearance of the learning environment.	£5,000
29. Improve staff facilities to enhance wellbeing, morale and retention.	1. Three competitive quotes and designs for upgrading the staff toilets in the old and new building.	Completed by August	JJ	Improved staff facilities enhance staff wellbeing, morale and retention.	£35,000
	2. Present to trustees for approval and start preparatory work before the summer.				
	3. Toilets installed over the holiday period.				

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30. Embed a whole-school sustainability and climate action strategy.	1. To gain ECO school award accreditation	Summer term		Climate action priorities are embedded across the school and recognised through external accreditation.	N/A
	2. Embed the action plan with objectives successfully achieved.				
31. Improve digital accessibility and inclusion through enhancements to the school website.	1. Source quotes and trial the accessibility widget.	Autumn term	SD	The school website is more accessible for all users, improving inclusion and parental engagement.	£780
	2. Deliver training for parents on how to use the accessibility tool to a high standard.	Spring term			
32. Develop a centralised resource management system that improves purchasing efficiency, strengthens budget control and ensures equitable allocation of general resources across the school.	1. Review current purchasing arrangements, identifying total spend.	End of summer term	CC/CB	School resources are organised centrally, reducing duplication and improving accessibility and efficiency.	N/A
	2. Agree a list of resources to be purchased centrally, document the new ordering process. Establish existing stock levels				
	3. Develop the financial model for the year 27-28 to adjust department budgets and central cost				
	4. Issue staff guidance on the changes to take effect in 27-28				
33. Achieve reaccreditation of the School Wellbeing Award through continued development of	1. Actions from the last wellbeing award are carried out.	Autumn term	LJ	The school successfully achieves reaccreditation of the School Wellbeing Award.	£1,200
	2. Wellbeing award is submitted and accreditation is successful.				

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wellbeing provision.					
34. Ensure all school policies remain current, compliant and reflective of best practice.	1. School policy is updated accordingly and in line with DFE updates.	All year-ongoing but allergy policy in place in September	SLT	Policies remain compliant, current and consistently understood and implemented by staff.	N/A
	2. A new allergy policy is put in place in response to new statutory guidance i.e., benedict's law.				
	3. Policies are shared with regularly with staff successfully implemented.				
35. Proactively respond to national and local SEND reforms to ensure the school remains sector-leading in SEND provision.	1. Headteacher to be involved with local authority steering groups and agreed actions from the SEND reform plan successfully implemented.	On-going	IT	The school responds effectively to SEND reforms and contributes to local planning and implementation.	N/A
36. Strengthen parental engagement and partnership to improve outcomes for pupils.	1. Continue to provide workshops as requested by parents and carers including safety in the community, sleep and managing application forms.	Summer term	LS/TK	Stronger partnerships with parents contribute to improved pupil engagement, wellbeing and outcomes.	N/A