

School Development Plan 2023-2024

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 implications
1. Reading and comprehension strategies are applied by teachers in all lessons so that pupils feel confident in their reading and so that they make the progress expected of them.	1.1 Review the tutor time policy to reference reading strategies.	Completed by the end of term 1.	HL/DiB to lead. All teachers are accountable for employing strategies in lessons.	Greater confidence, progress and enjoyment of reading is instilled in pupils as a result of teachers using reading strategies.	None
	1.2 Reading strategies training for teachers.				
	1.3 Include reading strategies as part of trust based observation process.				
	1.4 Ensure tutors are using reading test data to inform their planning.				
	1.5 Leaders are using reading test data to triangulate evidence when observing and quality assuring.				
2. To improve pupils' interest and participation in lessons through the use of targeted cooperation and communication strategies.	2.1 LPs to complete Kagan Training and to trial methods in lessons.	Training by term 1. Staff to be implementing in lessons by term 2.	LPs to lead. All teachers are accountable for employing strategies in lessons.	To see more reluctant learners working in lessons through group work with their peers with the intention to improve their oracy, happiness, confidence and attitude to learning.	Kagan training £117 per person per session per session
	2.2 Whole staff training on Kagan				
	2.3 Leaders ensure Kagan strategies are a focus during TBO process.				
	2.4 Disseminate best practice observed and review with HODs at the end of the academic year.				
3. To continuously improve the quality of the curriculum, ensuring that all staff have the knowledge, skills and understanding to support pupils to achieve ambitious end points at key stages in their learning.	3.1 To use the HOD&HOY meetings to share best practice from across the curriculum and to monitor and quality assure consistency across the school.	This is on-going but the majority in place in term 1.	TK to drive this and Heads of Department are accountable for monitoring and supporting their department staff in implementing this.	All teachers are confident and skilled in sequencing and delivering a curriculum that is broad, has depth, challenges and engages all learners.	Sticky Teaching training delivered Sep INSET £2,035
	3.2 Refresher training on curriculum planning expectations including Glebe Stages, SMART interventions for pupils not making progress.				
	line-management training for larger departments to equip middle leaders to effectively lead planning sessions				
	3.3 Teachers to research innovative and best practice in their curriculum area and shared through the HOD/P meetings.				
	3.4 Leaders support staff through improved opportunity to observe others and removing anything that may be unnecessarily adding to staff workload.				

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	3.5 Leaders share a quality assurance schedule so staff know when curriculum planning, sequencing and delivery will be discussed.				
4. To replace the work scrutiny model with a system that better supports and encourages staff to accurately reflect on the quality of their planning, delivery and feedback.	4.1 LPs to research and develop a model that encourages teachers to self-reflect on the quality of the curriculum that they are delivering and how they are evidencing pupils progress.	In place from the start of the autumn term.	TK to drive this and Heads of Department are accountable for monitoring and supporting their department staff in implementing this.	A system is in place that equips all teachers to provide a detailed reflection of pupils' work that is accurate whilst also providing developmental support and targets for ongoing curriculum improvements.	None
	4.2 Middle leader meetings used as a forum for sharing and discussing best practice.				
	4.3 School leaders to evaluate the impact of this model towards the end of the academic year.				
5. To improve the physical learning environment in areas of the school.	5.1 Liaise with the HOD Science about an additional Science lab in room 43.	Discussion to start in term 1, with quotes obtained in term 2. Installation in term 3 or the summer holidays 2024.	HT to drive alongside the SBM. HOD input is required.	Pupils are inspired to learn in the additional learning spaces because they are practical, inspiring and stimulating. More spaces that develop pupils' academic progress as well as their personal, social and physical development.	New science lab installation approx. £50k Portable classroom gym unit approx. £75k Forest school resources £5k
	5.2 Liaise with HOD PE about outside purpose built gym.				
	5.3 Liaise with HOD Geog about Forest School.				
	5.4 HODs to provide resources needed and school to source competitive quotes before proceeding.				

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Behaviour and Attitude Objectives	Milestones to Achievement	Date of Completion	Staff Lead/ Accountable	Expected Outcomes	Cost implications
6. To have a school wide positive reward system for pupils that is consistently used by all staff.	6.1 Complete purchase of class charts	Set-up in term 1 and launched in term 2.	MRW to drive with SBM. IT support are accountable for setting up. All staff accountable for embedding in their practice.	More pupils feel encouraged to learn and work harder in lessons as they are regularly seeing their efforts being rewarded in every subject.	Class Charts licence £1870 Evidence for Learning £895
	6.2 IT support to set-up ready for use along with user friendly instructions for staff.				
	6.3 Training for all staff.				
	6.4 Weekly celebration in assembly.				
	6.5 SLT monitor usage of system.				
7. Continue to build on the work completed around emotion coaching to develop a language and behaviour framework that is understood and applied by all.	7.1 continue training on positive reinforcement/de-escalation and reinforce expectations of how Glebe handles pupil behaviour incidents.	Term 1	MRW to drive. Pastoral team accountable for delivering training and all staff are accountable for ensuring behaviour is deescalated.	There is consistency in how all staff manage to deal with incidents when pupils are in moments of crisis. All staff are able to deescalate a behavioural situation and calm a pupil.	None
	7.2 Update Staff code of conduct.				
	7.3 SLT to monitor classroom incident trends and provide additional staff training where necessary.				

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Personal Development Objectives	Milestones to Achievement	Date of Completion	Staff Lead/ Accountable	Expected Outcomes	Cost implications
8. Review how IEP outcomes and strategies are being delivered, evidenced and achieved.	8.1 Update the tutor-time policy in collaboration with staff that includes sample IEP activities for teachers to use in tutor time.	In place during term 1	MRW to drive this and Heads of Year are accountable for monitoring this across their year teams. Tutors are accountable for implementing this.	Tutors are using IEP targets as part of their tutor time planning. There is consistent evidence of this in all tutor time classrooms and through pupils' work.	None
	8.2 Review best practice of how IEPs are being used in lessons and share the impact of this with teachers.				
	8.3 School leaders share expectations around IEPs to inform tutor-time planning and to be made visible in the classroom.				
	8.4 Termly discussion with pupils around their progress with the tutor.				
	8.5 Heads of Year monitor pupils' IEP progress during tutor time drop-ins and feedback to SLT.				
9. To complete an interest and hobbies audit.	9.1 Audit completed during tutor-time.	Audits completed in term 1 and additional clubs running in term 2. Every pupil in an activity by term 3.	EJ and CM to drive this. HOYs accountable for ensuring all pupils in their year group are engaged in at least 1 activity.	The audit helps to give a greater understanding of what pupils enjoy and future clubs and activities that we are currently not offering. The audit helps to inform which pupils the school as to which pupils need encouraging to take up a hobby and to participate in clubs.	None but once survey complete there may be cost if new clubs and activities are introduced.
	9.2 HOYs to compile audits, analyse and share with TLR post-holders.				
	9.3 TLR Postholders to arrange additional clubs.				
	9.4 HOY to ensure every pupil is engaged in a meaningful extracurricular/wider curriculum activity.				
10. A student newsletter is published every term.	10.1 A calendar of student council meetings is shared and ideas generated for the newsletter content.	First Newsletter by end of term1 – December.	EJ to lead.	To increase the pupils' sense of identity and belonging in the school through involvement in the school council. The newsletter fosters greater engagement and enjoyment in reading.	None
	10.2 Council work with SD around design.				
	10.3 Council produce content.				

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				The newsletter is an effective tool to reinforce the school's values and promote positive role models.	
11. Increased careers guidance for all pupils from year 7-14.	11.1 A schedule is drawn up for the year with dates, times and speakers for all pupils.	Schedule in the autumn term completed. Either spring or summer for the cross curricular day.	AW accountable for ensuring speakers are arranged for all year groups. ZG, AW are responsible for leading a careers themed cross curricular day along with TLR postholders.	Pupils have a greater understanding about jobs and careers that are available and the skills and knowledge that they need to acquire for them.	Impact Factor Day £1100 Easter Cross Curricular Day approx. £1,500
	11.2 Ensure unifrog potential is being explored through PSHE and shared – skills audit, interests.				
	11.3 A cross curricular day is careers themed with alumni speakers.				
12. To create an independent travel trainer and forest school lead role.	12.1 Discuss with the LBB funding to support the role of ITT.	Process completed by term 1 with new roles in place by term 2. Resources for forest school by summer 24.	HT to drive along with SBM. Roles to be line-managed by DHT.	More pupils are able to fulfil their potential as they can do more activities independently due to travel training. The Forest School provides an additional pathway to learning for some Glebe pupils. As a result, there is increased resilience, confidence, problem-solving and ability to work in a team.	Assuming these are part time roles approx. £18k for each role – Total £36k
	12.2 Draw up JD for the roles and advertise and interview.				
	12.3 Provide relevant training for successful postholders if required.				
	12.4 Ensure resources are in place for the roles to be successful.				

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Provision Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	Cost implications
13. Evidence for learning is embedded into practice throughout the Den curriculum.	13.1 IT support set-up EFL with all relevant data for den staff.	Set-up and in use in term 1. Launched with parents in term2.	JH accountable for driving forward in the den. All den staff accountable for implementing this successfully.	There is a comprehensive evidence base of all den pupils ECHP and academic outcomes which is used for teacher assessment, planning and shared with parents.	Evidence for Learning see item 6.
	13.2 Den staff receive training on EFL.				
	13.3 EFL launched in lessons and progress shared with parents.				
14. Pupils in the Den have a secure knowledge of phonics	14.1 Baseline assessment of pupils reading and writing.	Autumn term with on-going training.	JH accountable for driving forward in the den. All den staff accountable for implementing this successfully.	All pupils in the den make progress in their reading - sentences, fluency and word recognition. Pupils develop a wider vocabulary.	None
	14.2 Audit of Den texts/books.				
	14.3 Phonics training for den staff.				
	14.4 Regular testing of impact of daily reading.				
	15.5 Teaching of phonics, broader reading and writing is a focus for Provision leaders and SLT when observing lessons.				
15. All Den staff are able to teach early mathematics.	15.1 White Rose training for all staff.	Autumn term with on-going training.	SK accountable for driving forward in the den. All den staff accountable for implementing this successfully	Greater progress in Mathematics due to more staff being skilled in identify pupils’ misconceptions and therefore providing additional support.	None – training already delivered
	15.2 Skills learnt from training embedded into Den curriculum.				
	15.3 SOWs put in place by teachers that support TAs.				
	15.4 Teaching of Maths in the Den is a focus for Provision leaders and SLT when observing lessons.				
16. To have an alternative work experience programme in-place for pupils in the den and sixth form.	16.1 Prepare a timetable for in-school and local area work experience activities.	Autumn term	AW and SK accountable for driving forward in the den. All den staff accountable for implementing this successfully	Pupils receive a personalised work experience programme that provides them with similar skills and experiences of those pupils who are on work placements.	None
	16.2 Employment skills outcomes linked to this including pupil reflection.				
	16.3 Evidence is uploaded onto EFL and shared with parents.				
	16.4 Programme evaluation.				

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17. Continue to improve the curriculum offer in the provisions with practical and work related qualifications.	17.1 Training for staff to deliver C&G Barista Skills course.	By Summer 2024.	GM accountable for ensuring the course is set-up, staff trained and plan in place for implementation. JJ for working with GM to modify kitchen area/ source barista equipment.	Equip pupils with the skills and qualification to become a barista and work in the hospitality industry.	C&G courses and staff training costs to be investigated Café now available externally via church contacts so potentially no cost to school.
	17.2 Modifications to the sixth form kitchen area and purchase of Barista equipment.				
	17.3 Deliver course to pupils.				
	17.4 Embed into the school day as a business selling drinks to staff.				

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Leadership & Management Objectives	Milestones to Achievement	Date of Completion	Staff Lead/ Accountable	Expected Outcomes	Cost implications
18. To implement a new format for conducting EHCP/annual reviews that improves the consistency of reports as well as reducing staff workload.	18.1 Create new EHCP coordinator roles. Research models of delivery from other special schools.	New format to be shared in the autumn term. Objective fully completed in the summer term.		A new and improved system for annual reviews is embedded which understood by all staff and streamlined to reduce workload.	New TLR roles created in school to support the new initiative approx. £8,300
	18.2 EHCP coordinator to devise a new format for the annual review process.				
	18.3 EHCP coordinator to train staff on the new process.				
	18.4 EHCP coordinator to liaise with all other stakeholders on the changes to the annual review process in the school.				
	18.5 Annual review calendar/cycle shared including milestones for input from teachers, pastoral team, therapists and HOYs.				
19. Ensure the updates in keeping children safe in education are fully implemented.	19.1 Ensure the school is working towards meeting the cyber security standards for schools.	On-line checks and safeguarding policy updates completed in the autumn term. F&M training by term 2 and cyber security completed by term 3.	MRW accountable for the safer recruitment updates. JJ accountable for cyber security and school premises use update.	Updated safeguarding procedures ensure the pupils and staff continue to be safe in the school.	Social media checking service £300 plus checks approx. £390 per annum Message paging service on new phone system £
	19.2 Review and update the school recruitment policy setting out how on-line checks are carried out.			Updated safeguarding procedures helps to ensure only professional and trustworthy people apply to work in the school.	
	19.3 Update Safeguarding policy regarding use of school premises by other providers.			Improved cyber security helps to keep school data safe from cyber criminals.	
	19.4 Online filtering and monitoring training for all staff.				
20. To improve the frequency of school news and events with parents and carers.	20.1 Add a rolling newsletter feature on the school website that is update bi-weekly.	Start to increase frequency in autumn term. Move to website news once updated in term 2/3.	SD accountable for updating website with news. Staff accountable for sending news updates to SD as they happen.	Regular school news keeps parents and carers abreast of current events and making them feel more included in the school community.	None
	20.2 Inform parents of the update.				

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21. Improvements to the school site to ensure health and safety of everyone.	21.1 All hand railings are checked and loose ones are repaired.	Term 1 for railings. By the end of term 3 for CCTV.	JD is accountable.	Improved safety keeps everyone safe and helps to reduce and resolve any incidents in the school.	New CCTV camera installations estimated £5k Replacement railings across school site £7.7k
	22.2 CCTV maintenance is carried out so all cameras are working.				
	22.3 CCTV audit checking on any blackspots in the school. Installation of cameras in these areas.				
22. To embed the next phase of the Trust Based Observations Model with teachers.	22.1 Whole school research areas on reading, memory retention and cooperative learning strategies are foci.	Training from in term1. Teacher reflection and appraisals start from term 1. Embed foci for lesson observations in term 1 and teachers summative reflection in the summer term.	LPs are accountable for driving this. Teachers are accountable for ensuring it is embedded in their practice.	A greater knowledge base around effective teaching methods leads to improve teaching capacity that is consistent and excellent. As a result pupils make greater progress and attainment.	None
	22.2 Learning Retention and Kagan training for staff.				
	22.3 Teachers complete TBO self-assessment rubric and personal goal setting.				
	22.4 Teacher complete TBO summative assessment.				
	22.5 TBO process form a part of LM/appraisal process and HT meetings.				
23. Review the content and processes of the holistic tracker.	23.1 Use HOD/HOY meetings to review content and processes.	Review to take place across term 1 and 2. Updated tracker system by the end of term 3.	MRW is accountable for leading this. LSu is responsible for updating with MIME. Teachers are accountable for putting into practice.	Updated Holistic Tracker content and processes provides more accurate data on pupils social and personal development which informs school strategy and intervention.	Mime Consulting software £1,780
	23.2 Liaise and work with software company MIME for tracker amendments.				
	23.3 New MIME content and processes shared with staff.				
24. Review the school's commitment to mental health and wellbeing identifying gaps for improvement	24.1 Review Staff Wellbeing Policy and actions from last year.	Policy updated in term 1. SMHL training by end of academic year.	SLT	Promotion of good mental health and wellbeing in your setting is continued and stakeholders recognise the value we place on it. Improved services as a result of training as it enables us to better assess gaps where is room for improvement.	£500
	24.2 Agree actions for the year and update policy.				
	24.3 DHT to complete senior mental health lead training.				

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25. Update the areas of school display.	25.1 Review display in the school that needs changing.		HT accountable for liaising with SD. SD responsible for updating.	School display is more relevant to current cohort of pupils, celebrating their achievements and reinforcing the school values.	Wall Art installation in art department £7,270 Update of existing photo displays estimated £2.5k
	25.2 External company to update.				

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