

## School Development Plan 2024-2025

*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.Continue the whole school drive on reading and comprehension strategies, and with a specific focus on year 10 pupils.	1.1 Bespoke intervention groups to support/ improve progress for Yr8 and 10.	Ongoing for the academic year but in place by the end of term 1.	HL/DiB/ to lead on reading test and sharing of data. HOYs to work with tutors where pupils are not making expected reading progress. 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 a reading strategies.  Improved reading progress for Year 10 pupils with progress equal to pupils in other year groups.	N/A
	1.2 Leaders are sharing reading test data promptly with HOYs. HOYs to work with tutors to initiative further strategies where and if needed.				
	1.3 Reading strategies resources being shared from Lead Practitioners/English leads.				
	1.4 Ensure tutors are using reading test data to inform their planning. Quality assured through raising standards meetings with the HT.				
	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 provide the next stage of Kagan training to staff and showcasing areas in the school of where best practice is.	Throughout the academic year.	DiB 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.  All teachers are using Kagan strategies in their subject and feel confident in sharing the impact they are having on pupils' progress and development.	SLP costs External trainer £1,575 School Learning resources £2,000
	2.2 To build a learning bank of Kagan structures by subject areas.				
	2.3 Leaders ensure Kagan strategies are a focus during TBO process.				
	2.4 Evaluate the impact of Kagan strategies through observations and discussions with staff.				
3. To ensure that teachers in all subject areas are employing the principles of adaptive teaching.	3.1 Training for staff on adaptive teaching on National College and from lead practitioners.	From term 1 TBOs with the adaptive teaching framework being completed by term3.	DiB to lead. All teachers are accountable for employing strategies in lessons.	All teachers are using adaptive teaching strategies pertinent to their subject area to set high expectations which motivate and challenge pupils to learn.	N/A
	3.2 Teachers can evidence how formative assessment is used to produce new guidance and instruction for pupils that responds to their strengths and needs.				
	3.3 School framework of adaptive teaching developed and shared with staff.				
	3.4 Adaptive teaching discussed through the TBO process.				

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### School Development Plan 2024-2025

	3.5 Leaders support staff through improved opportunity to observe others and removing anything that may be unnecessarily adding to staff workload.				
4. To ensure the expectations for work reflection are understood by all staff.	4.1 Leaders share expectations and foci of work reflection.	Autumn term	LS/TK to drive this and Heads of Department are accountable for monitoring and supporting their department staff in implementing this.	All departments can provide substantial and robust evidence of pupils learning over time as detailed and which link to their curriculum maps.	N/A
	4.2 Best practice exemplars shared from both core and foundation subjects.				
	4.3 Targeted support for departments from school leaders and lead practitioners.				
5. To update curriculum maps in all subject areas.	5.1 Curriculum maps completed by summer term 2024	Autumn term. Reviewed in the summer term.	TK to lead on this. All subject leads responsible for providing and updating curriculum maps.	Simplified versions of curriculum maps are more parent and carer friendly by clearly labelling what pupils will learn at each stage of the term.	N/A
	5.2 Curriculum maps uploaded on the school website.				
	5.3. Parents and carers guided to maps at start of autumn term.				
	5.4 Curriculum maps reviewed and updated in the summer term.				

Behaviour and Attitude Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
6.To ensure the new positive reward system for pupils is incorporated into the house system	6.1 Reinforce through training on INSET day that Classcharts is now running.	All staff using from term 1, evaluation of impact in the summer term.	Led by LS. All staff accountable for embedding in their practice.	More pupils feel encouraged to learn and work harder in lessons as they are regularly and consistently seeing their efforts being rewarded.	External training for staff on Classcharts £750
	6.2 Incorporate into school events for pupil celebration.				
	6.3 Ensure that it is related to the school values.				
	6.4 Evaluate impact through stakeholder surveys in the year,				
7.Continue to build on the work completed around emotion coaching to develop a language and behaviour	7.1 Continue training on positive reinforcement/de-escalation and reinforce expectations of how Glebe handles pupil behaviour incidents.	Term 1	LS to oversee. 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 equipped to know how to deescalate and calm a pupil. This includes knowing when to intervene and when to stand back.	In house training
	7.2 Training on restorative language for all staff and specifically build a bank of Glebe restorative words/phrases that are effective to re-establishing relationships.				

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### School Development Plan 2024-2025

framework that is understood and applied by all.	7.3 SLT to monitor classroom incident trends and provide additional staff training where necessary.				
8. Ensure that new national guidance on attendance is being adhered to.	8.1 Studybugs reminders is set-up to give teachers register reminders.	Term 1	Overseen by IT, HT, JD. Staff are responsible for ensuring am and pm registers are completed promptly.	Improved overall attendance and especially for those that are severely and persistently absent.	Studybugs £1832.61
	8.2 Leaders analyse, share and act upon Studybugs attendance data.				
	8.3 Termly attendance meetings with LA				
	8.4 Embed attendance initiatives such as raffle prizes for 100% attendance.				
9. A select number of staff are trained in physical handling.	9.1 Identify a suitable course best suited to the needs of school and pupils	Term1 but depending on when the course runs.	Overseen by LS	Appropriately trained staff in physical handling in cases of emergency/where health and safety of staff and pupils are at risk.	External training Sherwood £500
	9.2 Identify 3-4 staff to do the training				

Personal Development Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
10. Outside agencies to work with and mentor a select group of pupils who struggle to access the Glebe curriculum and who could be at risk of not attending school/ and or exclusion.	10.1 Select pupils to work with Football beyond borders and On track to achieve programme.	To start in term one and fully reviewed at the end of the academic year.	Overseen by LS and staffing support from the pastoral team.	Improved academic progress, attendance, attitudes to learning and decrease in behavioural incidents.	Football Beyond Borders £17,000 over two years
	10.2 Ensure protected space/rooms are provided for both programmes.				
	10.3 Regular updates on progress of the mentoring programme to leadership team from FBB.				
	10.4 Ensure survey feedback is collated from pupils.				
	10.5 Analyse progress, HT and attendance data of the pupils that are on the programme each term.				
11. Introduce STEM element into the Kings Trust programme through Go Karting module.	11.1 Purchase Go Karting equipment .	To start once the equipment arrives and RA completed.	EJ to lead on this. Teachers responsible for delivering the course.	Increased engagement and enjoyment through practical, STEM based learning.	Espire Group £6,220
	11.2 Ensure staff are trained in how to deliver course components.				
	11.3 Ensure risk assessment is completed.				
	11.4 Evaluate impact of the initiative at the end of the year.				

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## School Development Plan 2024-2025

12. New school murals promote literacy, diversity and inclusion.	12.1 Designs completed for DT stairwell and canteen corridor in summer term.	September or October if there are installation issues.	SD with overall responsibility.	Additional mural that aligns with the school values and which makes everyone feel welcome, appreciated and respected.	Wall Art £8,600
	12.2 Installed over the summer term ready for September 2024				
13. To follow recommendations, as appropriate, in the quality of careers standard assessment report.	13.1 Include a careers column within curriculum maps to give more detail on CEAIG is being addressed in each subject.	All completed by the end of the academic year.	AW accountable for leading and updating school leaders. MJ responsible for leading the BS fayre and trip.	Pupils and parents 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 £1,100
	13.2 HT to include separate CEIAG section in his report to trustees.				
	13.3 Speakers to come to school to discuss apprenticeships.				
	13.4 Year 10 Business studies Fayre and trips to businesses to promote inclusion and raise aspirations for SEN pupils.				
14. To create an alternative curriculum pathway to support pupils struggling with the school's curriculum offer.	14.1 Source competitive quotes for a new modular classroom and planning permission to use the school playing field.	July 2025.	TK to lead along with LE. Roles to be line-managed by TK.	The provision 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.	Portakabin modular classroom £145,000  Planning permission £1,968  Teacher £52,500
	14.2 Draw up JD for the roles and advertise and interview.				
	14.3 Provide relevant training for successful postholders if required.				
	14.4 System for identifying pupils for the provision is in place.				
15. To refurbish the school gym and install it with new equipment.	15.1 Quotes for decoration, flooring and new equipment.	Autumn term.	Led by LE. Head of PE responsible for day-to-day safe use of the equipment.	Increased use of the school gym from pupils improves their health, attitudes to learning and overall wellbeing.	Gym equipment £9228.97
	15.2 Install new equipment and ensure it is safety checked.				
	15.3 Training / induction on how to use new equipment safely.				
16. To celebrate the achievements of Glebe pupils at Bromley's SEND stars event.	16.1 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.	
	16.2 Pupils, Parents and Staff attend the celebration event at the Warren.				
17. Increase the school therapy offer.	17.1 Increase Speech, language and communication, Occupational therapy and Play Therapy days with providers.	Autumn term	Overseen by DN	Increased Service ensures that the school can meet its obligation to provide therapies for pupils as set out in their EHCP. Pupils are better able to access the curriculum and	SaLT £15,010  Play Therapy £9,652

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## School Development Plan 2024-2025

				regulate their behaviours due to therapy input.	
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Leadership & Management Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
18. To ensure targeted safeguarding measures and priorities are fully implemented across school.	18.1 Ensure all staff read, understand & complete required evidence, for 'KCSIE 24/25', 'Working Together to Safeguard Children 2023' guidance and the Child Protection & Safeguarding Policy.	KCSIE completed in September. Tracking system by end of term 1. MHWB plan implemented by end of summer term.	MAB and HT	All staff trained in KCSIE updates and as a result, safeguarding measures continue to improve.  Universal tracking system 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,.  Successful eSafety mark re-accreditation	N/A
	18.2 Create & implement a tracking system, utilising: scored risk factors and universal, specific & targeted tracking data, in order to formulate a graduated intervention and planned response.				
	18.3 Review cyber security processes including filtering and monitoring provision.				
	18.4 Embed into school culture, the mental health policy & strategic action plan.				
19. Continue to develop leadership capacity at all levels through training opportunities.	19.1 Senior leader training including 'Inclusive leadership' and Challenge Partners review training for DHT and AHT.	All to be completed within the academic year. NPQ courses will continue into next academic year due to length of course.	SLT to lead.	Improved leadership capacity continues to improve standards in the school and therefore improving the overall educational outcomes for the pupils.	Inclusive Leadership course LS  Challenge Partners £,4500  TBO???
	19.2 Senior leaders to do school visits for challenge partners 'Growing the top' programme and a quality annual review at another school.				
	19.3 Trust Based Observations training for select group of middle leaders.				
	19.4 Identify appropriate middle training courses including impact Hub courses				
	19.5 Create Job description, advertise and recruit for alternative pathway teacher.				
20. To have an improved published calendar of training events for parents and carers.	20.1 Devise a calendar of training events that will benefit the parents, pupils and the school.	Training events to start in term 1. Calendar published in autumn term and on-going until the end of	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.	N/A
	20.2 Targeted parents group to be identified.				
	20.3 Publish events on the school website.				

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### School Development Plan 2024-2025

		the academic year.		Leads to overall achievement of parental kitemark.	
21. Continue improvements to the school site to ensure health and safety of everyone	21.1 Railings painted for visually impaired pupils.	September for railings. Security door and CCTV in term 1.	JJ is accountable.	Improved safety keeps everyone safe and helps to reduce and resolve any incidents in the school.	New security door £3,500 CCTV cameras £5,775
	21.2 Security bar gate installed at the outside canteen exit.				
	21.3 Additional CCTV cameras installed in areas as highlighted in the audit.				
22. Staff training calendar to revisit and focus on ADHD, ASC and Dyslexia.	22.1 Include these areas on the staff calendar and find appropriate course facilitator.	Dependent on course facilitator but all completed by the end of spring term.	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.	N/A
	22.2 Identify action research groups to trial out classroom strategies around these areas.				
	22.3 Lead Practitioners to identify best areas of working practice and create learning bank of resources.				
	22.4 Encourage and celebrate best practice through TBOs.				
23. Work alongside the staff wellbeing committee to ensure a menopause policy is implemented.	23.1 Menopause policy to be finalised and shared with all staff and trustees.	Policy in place during the autumn term.	Overseen by JJ, CB and the wellbeing committee.	Wider awareness and understanding of the menopause among the workforce and how female colleagues can be supported. To create an environment where women feel confident enough to raise issues about their symptoms and ask for reasonable adjustments and additional support at work.	Menopause workshop £350
	23.2 Further training for all staff to be included in the training calendar.				
	23.3 Impact of the policy to be evaluated through the wellbeing committee.				
24. Continue to improve communication streams with parents and carers.	24.1 HOY letter to be sent to parents in September with key information including: tutors, trips, residential, parents' evenings and reports.	HOY letter in September. Other milestones achieved throughout the year as and when events happen.	TK to oversee.	Improved communication leads to a greater parental engagement in the school community including greater pupil participation in residential events.	N/A
	24.2 Ensure that information around trips and visits is sent to parents and carers as least 3-weeks prior.				
	24.3 All staff leading residential to hold pre-trip meetings with parents to reassure and assuage anxieties.				
	24.4 Reading progress /age is included in progress reports.				
	24.5 All relevant parent communication is shared with staff. Revisit the parental communication policy with staff.				

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### School Development Plan 2024-2025

	24.5 Virtual an in-person coffee mornings including a meet the leadership team event.				
25. To ensure that the school has a critical incident plan in place.	25.1 Plan put together by the leadership team.	To be completed in the autumn term	JJ and LE to oversee.	Clarity on actions in response to a critical incident provides reassurance to all stakeholders and helps to improve safeguarding measures in the school.	N/A
	25.2 Share and approved by trustees.				
	25.3 Shared with all staff				
26. Heads of Year have a development plan in place.	26.1 Template to devised and shared at HOY meetings.	To be completed in September.	LS to lead.	Development plans provide staff with guided actions pertinent to the needs of all the pupils. This provides consistency for pupils in all year groups as part of their academic and pastoral development.	N/A
	26.2 HOYs to share their plans at HT raising standards meetings/ SLT meetings.				
27. Review and update policies accordingly.	27.1 Transporting pupils policy is agreed and shared with staff.	To be completed by October.	LE/JJ to lead.	Refinement of policies improves school operations and provides greater clarity for all stakeholders.	N/A
	27.2 Homework policy is put together and shared with staff and parents.				
	27.3 Review and amend the complaints policy.				
28. New school photocopiers are installed.	28.1 Copiers to be installed and training for staff on how to use them in September.	Early spring term.	JJ/LE to lead.	New photocopiers are more cost effective and improve workload for IT manager.	No cost as offsetting ink cartridge purchases

Provision Objectives	Milestones to Achievement	Date of Completion	Staff Lead /Accountable	Expected Outcomes	
29. Evidence for learning is embedded into practice throughout the Provision.	29.1 Staff to start using EFL from the start of term with an agreement of frequency of recording for each student per half-term.	Set-up and in use in term 1. Parent app launched in term2.	JH accountable for driving forward and data entry in provision. All provision staff accountable for implementing this successfully.	There is strong evidence base of all provision pupils ECHP and academic outcomes for pre-entry learners which is used for assessment, to inform planning and shared with parents. In addition to this, EFL will be appropriate recording of student progress for practical lessons.	Evidence for Learning £995
	29.2 Impact evidence across a range of pupils is shared with the school leadership team at the end of each half-term.				
	29.3 EFL progress shared with parents later in the autumn term.				
30. Increased attainment in Maths with core numeracy skills	30.1 Tutor time literacy activities to revise and revisit core vocabulary.	In place by December 2024. Monitored throughout the	SC accountable for sharing question stems and vocabulary banks and finding/delivering	Students achieve functional skills maths qualification in line with their comprehension skills.	Freckle Maths £3582.92  White Rose
	30.2 Maths lead to provide question stems and vocabulary banks for use across all curriculum subjects, such as budgeting being a foci in enterprise projects				

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### School Development Plan 2024-2025

<p>embedded across curriculum.</p>	<p>30.3 New units introduced with a real-life “hook” lesson using STEM investigation to engage and contextualise students’ learning.</p> <p>30.4 Maths exam practice embedded in each unit across the year. Pupils to have several opportunities to retake tests.</p> <p>30.5 Focussed maths interventions run by designated TA.</p> <p>30.6 Alternative higher-level qualification taught past FSEL3.</p> <p>30.7 Provision staff to work closely with main school maths department to seek out best practice and refine approach to teaching and assessment in the provision.</p>	<p>year and evaluated at data entry points.</p>	<p>alternative L1 qualification.</p> <p>All provision staff accountable for embedding these across curriculum.</p> <p>GM accountable for overseeing TA interventions. Maths teachers responsible for tutor time activities.</p>		<p>£333</p> <p>Maths Watch £450</p>
<p>31. All Provision staff are equipped to support a range of behavioural and emotional needs.</p>	<p>31.1 Provision staff to attend training in Zones of Regulation and power-up/power-down to support students’ self-awareness and –management.</p> <p>31.2 Provision teachers to visits other complex needs schools/units as part of professional development.</p> <p>31.3 Staff to encourage students to reflect on ZoR in terms of their academic successes.</p> <p>31.4 Provision staff to consistently use de-escalation strategies.</p> <p>31.5 Provision staff to use reflective strategies such as comic strip conversations to support students’ social understanding.</p> <p>31.6 Each student has an easily digestible one-page profile, completed with them to raise student voice. Create and review as part of annual review process instead of current pupil contribution form.</p>	<p>Training resources shared in Autumn 1, use monitored throughout the year and staff to feedback through performance management process for review.</p> <p>Profile template created and in use by October 2024.</p>	<p>GM to share whole-school CPD training resources on Zones of Regulation and De-escalation.</p> <p>JH to share information and resources on power-up/power-down and comic strip conversations.</p> <p>All staff to feedback to develop one-page profile template. Tutors to complete and review one-page profiles in line with.</p>	<p>There are consistent behaviour expectations and EWB support for all students across the Provision, at a level appropriate to their understanding and progress.</p>	<p>Zone of Regulation course</p>
<p>32. An alternative work experience programme in-place for pupils in the Provision.</p>	<p>32.1 Tracking document using Gatsby Benchmarks created to track universal, specific and targeted opportunities Provision students experience in relation to careers.</p> <p>32.2 For KS5 students, all option units to have industry-related experiences to contextualise learning and broaden workplace understanding.</p> <p>32.3 For KS3/4 students, tracking opportunities for employability, soft skills as well as work-type experiences.</p> <p>32.4 Connect with Bromley Mencap and work together to support young people into paid employment.</p>	<p>Autumn term</p>	<p>SC accountable for setting up tracking document for all provision and working with Bromley Mencap.</p> <p>All provision staff to access and update tracking document for their areas of curriculum.</p>	<p>Pupils receive a personalised work experience programme that provides them with similar skills and experiences of those pupils who are on work placements.</p>	<p>N/A</p>

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### School Development Plan 2024-2025

			Options teachers to be accountable for finding and implement industry experiences in their field.		
33. KS5 Students will develop transferrable skills for further education and employment.	33.1 Vocational Studies foci on transferable / employability skills and how they relate to workplaces.	By summer 2025	Vocational studies teachers to ensure students have an understanding of transferable skills. GM accountable for setting-up courses, staff are trained and plan in place for implementation. JJ working with GM to modify areas/ sourcing equipment.	Students will leave with an understanding of their transferable skills and qualifications and how these can contribute to an appropriate workplace of their choice.	Barista training Equipment
	33.2 Training for staff to deliver Barista/First Aid/Makaton/Food Hygiene qualifications.				
	33.3 Increased celebration of students' independence – whole school assembly on Provision jobs and regular acknowledgement of success with Independence Challenge scheme.				
	33.4 Small, student led enterprise projects e.g. vinted/upcycling of clothes/furniture developed as part of lunch time programme.				
34. Students receive age appropriate PSHE knowledge including how to stay safe and how to contribute to their local community	34.1 Enrichment programme utilises and introduces appropriate opportunities to students in the local community including links with local clubs and outreach / social action projects.	By summer 2025.	JH explore links with Bromley Mencap. PSHE lead to oversee curriculum and arrange appropriate sexual health workshops. JH to monitor SmiLE intervention. Enrichment staff to ensure community and independence focus of sessions. All Provision staff to embed independence and functional speaking into their curricula. GM to oversee Woodlodge voice.	Students' social isolation and vulnerability is decreased, they are aware of opportunities outside of Glebe and know how to explore these further.	Courses to attend TfL subscription SmiLE
	34.2 Enrichment programme introduces road safety and using public transport at an appropriate level to encourage independence with these skills.				
	34.3 Through extra-curricular opportunities, students are aware of professional and trusted adults within the community.				
	34.4 Students receive appropriately pitched sexual health workshops considering age and level of understanding.				
	34.5 PSHE focus on levels of intimacy and types of relationships, including the legal implications.				
	34.6 SmiLE sessions to include functional speaking in the community.				
	34.7 KS5 "Woodlodge Voice" representatives work with other local SEN sixth forms to develop links and identity				
	34.8 Independent / how to travel safely training for all provision pupils.				

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