School Development Plan 2025-26

Priority 1: Curriculum Development

Target: To further develop the school's curriculum offer for all children, including SEND, ensuring it is broad, balanced, and equitable.

Action Steps	Success Criteria	Lead Person	Timescale	Monitoring & Evaluation	Resources/ Budget	Evaluation

1.1 Audit current curriculum provision	• Curriculum is ambitious in breadth and depth. • Gaps and strengths identified across all subjects • Audit report completed and shared with governors	Headteacher / Teaching and Learning Lead/Middle leaders	Autumn Term 2	• SLT review of audit findings • Governor review	• Cover costs for staff release • Audit template	

1.2 Review and develop subject leadership across all curriculum areas	• Designated subject leaders have clear role description • Teachers have expert knowledge of the subjects that they teach • Subject leaders complete subject action plans • Subject leaders receive appropriate CPD	Headteacher / Teaching and learning lead/Deputy and Assistant Headteachers as required/ middle leaders	Autumn Term (ongoing)	• Three weekly subject leader meetings • Learning walks Lesson Study • Subject leader reports to governors	• CPD budget for subject leader training • Time allocation for subject leadership	

1.3 Create/update curriculum maps for all subjects showing clear progression, breadth of coverage and sequencing	• Curriculum is coherently planned and sequenced so that relevant pupils build knowledge and skills sequentially and cumulatively • Time is available within the curriculum for revisiting content and dealing with gaps in knowledge and skills. • Best practice, for example Rosenshine's Principles are embedded in teaching • All curriculum maps completed	Subject Leaders / HT/T and L Lead	Spring Term	• SLT review of curriculum maps • Staff professional development sessions • Presentation to governors	• Curriculum planning resources • Staff meeting time	

	and quality assured • Staff demonstrate understanding of curriculum progression in their subject areas • Curriculum maps should embed AI literacy and online safety where appropriate. • Curriculum maps reflect the use of digital tools and immersive learning technologies.					

| 1.4 Ensure curriculum is fully inclusive and meets the needs of all pupils, particularly those with SEND | • Curriculum is designed to give *all* pupils, the knowledge they need

• Reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted.

• Technology is appropriately deployed to provide adaptations to the curriculum for pupils with specific needs.

Appropriate reasonable adjustments are in place to support effective learning. | SENCO / Teachers | Ongoing throughout year | •CPD and learning walks focusing on good SEND provision

• Parent/carer feedback

Case studies

Modelling

Pupil focus discussions | • SEND resources

• Whole staff CPD | |

1.5 Implement all curriculum maps with focus on high-quality teaching and assessment	• Any gaps in pupils' knowledge or skills are identified and tackled quickly • Lesson observations / Lesson Study shows consistent high-quality teaching • Assessment information shows pupils are making good progress	All Teaching Staff / SLT	Spring/ Summer Terms	• Regular lesson observations • Work scrutiny • Pupil progress meetings • Lesson Study	• Teaching resources • Assessment materials	

Priority 2: Professional Development

Target: To enhance the professional development offer for all staff, ensuring it is focused and effective.

Action Steps	Success Criteria	Lead Person	Timescale	Monitoring & Evaluation	Resources/ Budget	Evaluation
2.1 Audit staff development needs and create personalised CPD pathways through effective line management and appraisal	• Staff questionnaire identifies knowledge and confidence levels for specific areas • Appraisal addresses identified gaps and strengths. Clear CPD pathway/process required to try and avoid inequity of distribution of CPD opportunities	Headteacher / line managers	Autumn Term 1	• Review of staff questionnaires • Individual meetings with staff • Governor review of staff CPD	• CPD planning time	

2.2 Establish a comprehensive CPD programme aligned to school priorities and individual needs	• Half termly CPD calendar published and shared with all staff • CPD covers curriculum development, SEND, safeguarding, and wellbeing • Professional learning ensures teachers develop the expertise needed to deliver teaching effectively • Staff feedback shows CPD is relevant and high-quality	CPD Lead / SLT	Ongoing throughout year	• Staff feedback after each session • Impact evaluation termly • Link to appraisal outcomes	• CPD budget (external trainers, courses) • Staff meeting time • Cover costs	

2.3 Develop subject-specific expertise through targeted training and collaboration	• Training provided to all staff in priority areas for the school • Subject leaders receive specialist training • Staff collaborate across school sites to share best practice	Subject Leaders / Headteacher	Throughout year	• Subject leader reports • Lesson observations/lesson study show improved subject knowledge • Pupil outcomes improve in target subjects	•Subject-specific training courses • Network meeting costs • Cover for collaborative work	

| 2.4 Implement revised appraisal system focused on development and growth | • All staff have clear, achievable appraisal objectives linked to school priorities

• Appraisal objectives set for teachers related to teaching pupils with specific needs

• Regular review meetings scheduled and completed

• Staff feel appraisal process is supportive and developmental

• Link between CPD and | Headteacher / SLT/LP | Autumn Term (review Spring/Summer) | • Appraisal review meetings (termly)

• Staff wellbeing surveys

• Governor oversight of appraisal process | • Appraisal documentation

• Time for Appraisal meetings | |

	appraisal objectives, and pupil outcomes is clear					
2.5 Prioritise and support staff wellbeing	• Staff wellbeing survey completed termly with action plan • Workload audit completed and reasonable adjustments made • Staff absence rates reduce/remain low • Staff report feeling	Headteacher / Wellbeing Lead	Ongoing throughout year	• Termly wellbeing surveys • Staff absence data analysis • Exit interviews	• Wellbeing initiatives budget • Employee Assistance Programme • Time for wellbeing activities	

| | supported and valued

• Wellbeing initiatives implemented (e.g., wellbeing champions, support networks) | | | | | |
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Priority 3: Pupil Numbers and Outreach

Target: To increase the number of children and young people on roll, through exploring sites and pupil need

Action Steps	Success Criteria	Lead Person	Timescale	Monitoring & Evaluation	Resources/Budget	Evaluation

3.1 Conduct stakeholder mapping and needs analysis across hospital sites	• Complete mapping of all potential hospital sites and wards • Identify current gaps in educational provision • Establish contact with key medical staff at each site • Needs analysis report completed showing potential pupil numbers • Partnerships established with new hospital departments	Headteacher / DHTs	Autumn Term	• Stakeholder meetings logged • Report to governors on findings • Partnership agreements in place	• Travel costs • Meeting time • Marketing materials	

3.2 Develop teaching provision at identified satellite hospital sites	• Feasibility study completed for satellite provision • Staffing model developed and implemented • Resources and equipment in place at satellite sites • Timetables established for satellite teaching	Headteacher / Deputy Head	Spring/Summer Terms	• Pupil numbers at satellite sites • Quality assurance visits • Feedback from hospital staff and families • Governor monitoring visits	• Staffing costs • Resources for satellite sites • Travel costs • Equipment	

3.3 Enhance communication and visibility with hospital teams and families	• Regular meetings established with hospital senior teams • Information about school shared with all relevant wards and departments • School website updated with clear and accessible information for families • Inclusive promotional materials created and distributed • Referral pathways streamlined	SLT/admin team	Autumn Term (ongoing)	• Number of referrals tracked • Feedback from hospital staff • Website analytics • Referral response times monitored	• Marketing/ communications budget • Website updates • Printed materials	

	and communicated Develop comms/visabilit y across all sites					

3.4 Monitor and evaluate impact of outreach work (with stakeholders) on pupil numbers and outcomes	• Pupil numbers increase by end of academic year • Pupils from new sites/referral routes make good progress • Families report high satisfaction with provision • Case studies demonstrate impact of expanded provision • Sustainability plan for continued growth developed	Headteacher / Data Lead	Termly reviews	• Pupil number data tracked termly • Progress data analysed • Parent/carer surveys • Governor reports • Annual review with hospital partners	• Data analysis time • Survey tools • Reporting to governors	

Overall Monitoring and Review

- **Governing Body Review:** Termly review of progress against all priorities
- **Staff Updates:** Half-termly updates to all staff on progress
- **Pupil Voice:** Termly pupil surveys/forums to gather views on curriculum and provision
- **Parent/Carer Engagement:** Termly communication about school development priorities
- **Annual Review:** Full evaluation of SDP in Summer Term to inform next year's priorities

Key Success Indicators for the Year

By the end of the academic year:

1. **Curriculum:** Pupils achieve well across the curriculum,measured through excellence and enjoyment and engagement.
2. **Staff Development:** All staff have accessed high-quality, personalised CPD; staff wellbeing scores improve.
3. **Pupil Numbers:** Pupil numbers increase through expanded hospital partnerships and satellite provision; all pupils receive high-quality, inclusive education regardless of location

Notes:

- This SDP should be reviewed termly and adjusted based on progress and changing circumstances
- All actions should be costed and included in the school budget planning
- Success criteria are measurable and time-bound where possible
- Links to Ofsted's evaluation areas ensure the school is well-prepared for inspection under the 2025 framework