**Brook Green School Development Plan**

**Phase One**

April 2024 – July 2025

RAG Rated 19.6.24 - 14.10.24 - 7.1.25

**Diagrammatic summary**

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| **School development and improvement plan summary** |
| **Leadership and management**   |
| Main objective   | Lead  | Subsidiary objectives   | Date for completion |
| **Leaders at all levels have a clear and ambitious vision for providing high quality inclusive education, training and development opportunities for all.** | HTChairs of Govs | 1:1 Develop governors' understanding of their key responsibilities within the school. | July 24 |
| HT | 1:2 Establish clarity of roles for new SLT – Headteacher, Deputy Head and Assistant Head. | May 24 |
| HT, DHT, AHT | 1:3 Develop middle leader’s subject knowledge and leadership of their area. | July 24 |
| DHT, AHT | 1:4 Identify key areas of CPD and implement a programme of staff development (to include coaching) | June 24July 25 |
| DHT | 1:5 Review the induction process in order to support staff to develop key underpinning knowledge to work with students at Brook Green. | May 24 |
| HTChairs of Govs | 1:6 Open a dialogue with the LA with regards to SEND sufficiency  | Oct 24 |
| SLT | 1:7 Review the schools' vision, values and intent through stakeholder consultation  | Dec24 |
| **Quality of Education**  |
| Main objective   | Lead  | Subsidiary objective   | Date for completion |
| **We continue to offer and develop our high-quality aspirational and sequenced curriculum which identifies key underpinning knowledge, common misconceptions, overarching questions and assessment opportunities**  | DHT | 2:1 Curriculum review of all subjects.  | June 24 |
|  | 2:2 Curriculum leaders engage in an **assess, improve, evaluate cycle** to develop the quality of education | June 25 |
|  | 2:3 All Curriculum Leads can **communicate intent, implementation and impact** in their area of responsibility | Oct 24 |
| AHT, Pastoral Leads | 2:4 Ensure student EHCP outcomes form part of curriculum planning  | June 25 |
| HT,DHT,AHT | 2:5 Improve consistency standards across all curriculum areas. | June 25 |
| DHT | 2:6 Improve the quality of teaching and learning through a coaching and development programme. | Dec 24 |
| AHT | 2:7 Implement an effective, systematic phonics programme to ensure students learn to read well and students in the early stages of reading learn to read with fluency and accuracy.  | June 24 |
| AHT | 2:8 Develop a whole school culture of reading which promotes a lifelong love of reading  | July 25 |
| DHT | 2:9 Implement an effective RSE curriculum which give students the opportunity about how to manage their personal and social lives sufficiently well. | July 24 |
| AHT | 2:10 Explicitly plan and teach cross curricular knowledge and skills to develop students' ability to know more and do more. | Jan 25 |
|  | HT | 2.11 Develop links locally and nationally to research best practice in supporting students with SEND | July 25 |
|  | AHT | 2.11 Develop links locally and nationally to enhance moderation knowledge and skills | July 25 |
| **Behaviour and attitudes**  |
| Main objective   | Lead  | Subsidiary objectives   | Date for completion |
| **Continue to promote high expectations of behaviour and attitudes for students to achieve their aspirations and contribute positively to the community.**  | AHT | 3.1 Improve attendance culture - ‘Attendance is everyone's responsibility’ | July 25 |
| HT,DHT,AHT | 3.2 Review behaviour systems and policies – ensuring these create an environment where bullying, leaner-on-learner abuse or discrimination are not tolerated. If they do occur staff can deal with issues quickly and effectively.  | Oct 24 |
| SLT | 3. 3 Trauma informed practice continues to be embedded to support improvements in behaviour and culture  | June 25 |
| DHT | 3. 4 Embed Talentino and Skills builder programmes to ensure student’s preparation for adulthood and are resilient to setbacks and committed to their learning and progress, know how to study effectively and take pride in their achievements.  | Jan 25 |
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| **Personal development** |
| Main objective   | Lead  | Subsidiary objectives   | Date for completion |
| **Ensure the offer at Brook Green provides for students’ broader development, enabling them to develop and discover their interests and talents; know how to keep physically and mentally healthy and prepare them for next steps.** | HT,DHT, AHT | 3.5 Personal development across the school mapped against the curriculum  | Oct 24 |
| DHT | 3.6 Develop systems and processes to further enable student voice – including parents and carers  | July 25 |
| DHT | 3.7 Continue to develop transition for students’ next steps  | July 25 |
| **Finance, health and safety, resource development, investment and improvement.** |
| Main objective   | Lead  | Subsidiary objectives   | Date for completion |
| **Plan the school's strategic response to the shifting economic landscape and increase in demand for places and wider support**.  | HT, Business Manage |  4.1 Ensure our future planning for deployment of staff and resources supports student provision and sufficiency. | Ongoing – monitored annually |
| HT, Business Manager | 4.2Continue to manage and monitor supply spend to minimise reliance on agency staff. | Ongoing- monitored annually |
| Ht, Business Manager, Chairs of Governors | 4.3 Continue to discuss and plan SEND sufficiency with the Local Authority – to include a discussion of in-house post-16 provision in line with parental demand, to bring us in line with the offer available from other Plymouth special schools. | July 25 |
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**SDP Full Action Plan April 2024 – July 2025**

1. **Leadership and management**

**Objective 1:**

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| **Subsidiary Objective** | **Lead**  | **Success Criteria** | **Actions** | **Person/s responsible** | **Monitoring and evaluation arrangements** | **Start Date** | **Finish date** | **Resource implications (inc. CPD)** | **RAG/ Date** |
|  1:1 Develop governors' understanding of their key responsibilities within the school. | HTChairs of Govs | Governors understand their role and carry this out effectively.They ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.Governors ensure that the school fulfils its statutory duties and other duties (e.g in relation to ‘Prevent and safeguarding’) | Governors to access their school emails and Gov Hub Half termly meetings with clear agenda matching SDPAudits to show areas of development | HTChairs of Govs | Governors’ meetingsGovernors linked to key school areas and feed back on their visits at Governors’ meetings. | April‘24 | July ‘25 | Time | RAG |
| 1:2 Establish clarity of roles for new SLT – Headteacher, Deputy Head and Assistant Head. | HT | New leaders have a clear understanding of their roles and share a clear and ambitious vision for providing high quality education to all students. | SLT to meet before the start of the Summer term – allocate rolesShare with staff new roles in whole school inset  | SLT | Review termlyPM systems in place  | April 24 | July 25 |  Time Shared with staff |  |
| 1:3 Develop middle leader’s subject knowledge and leadership of their area. | HT, DHT, AHT | Middle leaders support all teachers to have a firm and common understanding of the school’s curriculum intent and what it means to their practice.Series of lessons contribute well to delivering the curriculum intent.Middle leaders can confidently articulate the intent, implementation and impact of their curriculum areas and know the strengths and areas of development of their subjects.  | Curriculum review to be completed by 21st May – meet as teams x 2 insets SDP to meet with humanities, reading, maths and PSHE – review subject area Review the curriculum and ensure this matches the website information.Subject leads to attend leadership training and organise visits to other schools. (Feb 14 ’25 INSET day) |  SLT and subject leads | Inset cycle  | April 24 | July 25 | Leadership time  | RAG |
| 1:4 Identify key areas of CPD and implement a programme of staff development (to include coaching) | HT, DHT, AHTDSLDDSLs | Leaders focus on improving staff’s subject knowledge and knowledge of approaches that will enhance both academic progress and emotional wellbeing of our students.Safeguarding training is effective, thorough and regular.Staff have clear processes to search for and request training. | All staff to complete a SEND audit.Staff SWOT analysis to identify areas of weakness and areas of strength.TLA SWOT analysis – role of the TLASLearning walks – identify areas of strength to support coaching and EBI and consistency Contact LA – offers of training for all staffPerformance management – individual targets and training identified – all teachers completed and TLAs to be completed by 1st Nov 24 | HTDHTAHT |  Coaching cycle Inset timetable  | April 24 | July 25 | Inset time – including twilight sessionsLeadership time  | RAG |
| 1:5 Review the induction process in order to support staff to develop key underpinning knowledge to work with students at Brook Green. | DHT | Staff develop the pre-requisite knowledge to ensure that student provision is high-quality. | Update induction sessions and key underpinning knowledge Timetable sessions to create an induction calendar Liaise with staff to ensure that appropriate staff deliver induction sessions | DHT AHTSBM | Initial set up – April | Apr 24 | July 24 | Leadership time New staff release time for reviews and shadowing. | RAG |
| 1:6 Open a dialogue with the LA with regards to SEND sufficiency  | HTChairs of Govs | Resources are sufficient and a clear plan is in place which enables Brook Green to support the LA’s wish to increase places in a timely and well managed way. | Regular meetings between LA and school.Regular meetings between Govs, LA and HT. |  HTGovernorsLA | Half termly review and updates at Gov meetings | May 24 | On going  | SLT time to meet with LA  | RAG |
| 1:7 Review the schools' vision, values and intent through stakeholder consultation  | SLTGovs | Brook Green has a clear and ambitious vision and leaders share their clear and ambitious vision for providing a high quality education to all students.Leaders – including governors, promote a culture where staff and students are encouraged to develop to be the best versions of themselves and where their individual talents are respected and valued. | Create and send out a questionnaire to ascertain the view of all stakeholders.Use school council to gain insight into students’ views.Collate the information – what is important to the community?SLT to review results and present to staff and governors. If changes are needed, draft a proposal.Change websitePerformance management – identify development areas and views | SLTGovs | Half termly review and updates at Gov meetingsLearning walks to view students understanding of school values and staffs use of school values in everyday practice.  | July 24 | Dec24 |  | RAG |

1. **Quality of Education**

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| **Subsidiary Objective** | **Lead**  | **Success Criteria** | **Actions** | **Person/s responsible** | **Monitoring and evaluation arrangements** | **Start Date** | **Finish date** | **Resource implications (inc. CPD)** | **RAG/ date** |
| 2:1 Curriculum review  | HT,DHTAHT | Curriculum leaders are engaged in action planning that is regularly reviewed to ensure positive impact on student education.Programmes of study are sequenced, aspirational and identify key underpinning knowledge, common misconceptions, overarching questions and assessment opportunities  | Departmental review cycleCurriculum leads work with SIP Create a consistent format for all SOW.Map out curriculum with other areas of the school offer including Skills Builder, enrichment, careers and post 16. | CurriculumLeads  | Termly subject review meetings with SLT line manager/or SIP. | April24 | June25  | Time SIP support |  |
| 2:2Curriculum leaders engage in an **assess, improve, evaluate cycle** to develop the quality of education  | DHT  | All subjects have a SEF which underpins iterative improvementAction planning is aligned with whole school key prioritiesAction planning is regularly reviewed to ensure positive impact on student educationPrograms of study are sequenced, aspirational and identify key underpinning knowledge, common misconceptions, overarching questions and assessment opportunities  | Subject leads complete SEF documents Action planning undertaken Review cycle of initial developments May 24– June 25 | SLT Site and subject leads  | Half termly subject review with SLT line manager  | May24 | July 25  | Time Professional learning opportunitiesCollaboration opportunities  |  |
| 2:3Curriculum Leads can **communicate intent, implementation and impact** in their area of responsibility | HT | Staff can communicate intent, implementation and impact in their area of responsibility Relevant documentation available to stakeholders through the school website  | Curriculum overview documents indicating intent, implementation and impact[Future work needed to support curriculum leads to identify impact. Assessment and stages to be reviewed].  | SLT Site and subject leads | Half termly subject review with SLT line manager/or SIP | Feb 24 | July 24  | Time Professional learning opportunitiesCollaboration opportunities SIP support |  |
| 2:4Student EHCP outcomes form part of curriculum planning  | DHTKey Stage Leads | Student EHCP outcomes are given clear consideration during the planning process  | Ensure student EHCP outcomes are readily available to staff.Learning walks to identify consistency of practice Develop strategies to monitor the use of EHCP outcomes. (Triangulation)  | SLT / subject leads | Learning walk cycle  | June 24 | July 25 | Time Professional learning opportunities |  |
|  2:5 Improve consistency standards across all curriculum areas. | HTDHTAHT | Teachers have a shared and consistent language when discussing teaching and learning.Practice is consistent across subject areas.Coaching conversations are used to support development of consistency standards. | SLT learning walks and teacher observations to identify level of consistency .Introduce termly foci. Eg. Dual coding, coaching, … Write consistency standards for all subject areas for staff. - English is written Curriculum leads to complete learning walks and book looks to analyse levels of consistency. | HTDHTAHT |  Monitoring cycle  | Feb 24 | July 25  | Time Professional learning opportunities |  |
| 2:6 Improve the quality of teaching and learning through a coaching and development programme. | AHT | All staff are engaged in coaching and understand the role it plays in their personal development.Staff identify an area of improvement and use the coaching model and deliberate practice to meet their targets.SLT are confident with the coaching model and able to act as effective coaches for others. | SLT to research coaching models.Introduce coaching to all staff and gauge staff's levels of engagement.Use SWOT analysis to identify common areas of development.SLT to go to other schools to look at best practiceMonitoring of the coaching program to include staff feedback and with regards to personal targets.  | HTDHTAHT | Coaching cycle of plan/do/review implemented for teachers from June ‘24 with termly feedback and evaluation.Coaching cycle for TLAs embedded from September ‘24. | June ‘24 | July ‘25 | INSET sessionsCover for staff |  |
| 2:7 Implement an effective, systematic phonics programme to ensure students learn to read well and students in the early stages of reading learn to read with fluency and accuracy.  | AHT | RWI is embedded into the school offer.Pupils are engaging with RWI and making progress.There is a clear culture of reading around the school, with our Library at the heart of the school. | RWI resources are organised and spaces set up.All pupils have been assessed and allocated a group or 1:1.RWI training for all staff and training days have been agreed.Accelerated reader has been bought and books ordered.Staff training on AR and how to use it effectively.RWI language and visual consistency of engagement are evident in all areas of the school curriculum. Ensuring fidelity of to RWI scheme | AHTEnglish team | RTW training days – include coaching and reviewing assessment.Buy in another training day for Autumn term 24SIP – reading focus dayPortal – direct training for individuals. Include coaching to review progress. | Nov’23 | July‘25 | Leadership time for coaching, planning and assessment. |  |
| 2:8 Develop a whole school culture of reading which promotes a lifelong love of reading  | AHT | Students are actively reading and able to share their favourite books.Staff share their love of reading with students.There is visible evidence that students are being read to. | School library has been set up and resourced.Parent questionnaire – what workshops would you be interested in?Parent workshops are being offered each term. Curriculum leads include use of library into their SOW and develop the book offer in class. [This will be enhanced further with the curriculum development.]Student questionnaire – what books would you like in class and the library?  | SLTEnglish teamAll staff  | Student questionnaire – views and book requests Learning walksStudent reading in all subject areas.Curriculum planning review. | Nov’23 |  July’25 | Leadership time for planning review, ordering resources – books and new library. |  |
| 2:9 Implement an effective RSE curriculum which give students the opportunity about how to manage their personal and social lives sufficiently well. | DHTCurricLead for RSE | The RSE curriculum is fully in place, as a result students have the opportunity to learn about how to manage their personal and social lives well. | ‘Jigsaw’ curriculum piloted April –July 2024 and embedded from September 2024.Review December 24Implemented and adaptations being made to meet student's needs – need to improve staff confidence in delivery. Embed and continue to monitor adaptations to ensure suitability for our students.  | DHTCurric Lead | Curriculum team meetingsFornightly meetings between DHT and Curriculum Lead | April 24 | Dec 24 |  Jigsaw Curriculum purchased.Time for staff to meet, plan and review. |  |
| 2:10 Explicitly plan and teach cross curricular knowledge and skills to develop students' ability to know more and do more. | SLT | Evidence of cross curricular planning and links in SOW.Students when asked can talk about the links in their learning and how this has helped them know more and do more.Skills builder is evident in all classrooms and students can discuss the soft skills there are using and how this helps them beyond the school gates. | All staff have been provided with a format for SOW including cross curricular links section.Staff provided with time in insets to look at SOW and offer suggestions on how to improve them.ADD LINKS IN FOR EVIDENCESkills builder training for all staff. - date for training 24th Feb 24 – recognising and using the skills steps Training for staff on retrieval and exit tickets and how to use them effectively. - need to review this and add in more training Planning to include retrieval and exit tickets.Building Horizons. Extended writing opportunities to be mapped across all subject areas. Skills needed to do this to be embedded in the English curriculum & Building Horizons. | Subject leads | Curriculum team meetingsFornightly meetings between DHT and Curriculum Lead | Apr 24 | July 25 | Leadership time to review and rewrite with subject leads.Student voice alongside book looks and learning walks.  |  |
| 2.11 Develop links locally and nationally to i. Research best practice in supporting students with SENDii. Enhance moderation, knowledge and skills  | HT | Research based approaches are fully embedded to support our students and their SEND needs.Staff are up to date with best practice and are trained to develop this in their work. | HT to work with SHAP, SIP and mentor to develop local and national links focusing on best practice.DHT and AHT to visit at least two special schools rated ‘ Outstanding’ or ‘Good’ with Outstanding Leadership. Feed back to whole SLT and staff.Develop a programme of staff visiting schools to observe good/nationally recognised best practice.Have contacted 3 schools – difficulties with finding similar school set and students – meetings being set up with recommendations from SIP  | HT, DHT, AHT | Termly staff meetings and trainingSLT (termly) | June ‘24 | July ‘25 | TimeTraining costs Cover costs |  |

1. **Personal development, behaviour and attitudes**

**Objective 3:**

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| **Subsidiary Objective** | **Lead**  | **Success Criteria** | **Actions** | **Person/s responsible** | **Monitoring and evaluation arrangements** | **Start Date** | **Finish date** | **Resource implications (inc. CPD)** | **RAG/ date** |
| 3.1 **Improve attendance** culture - ‘Attendance is everyone’s responsibility’  | AHT | Increased attendance over time for all persistent and severe absentees Overall school attendance continues the upward trend and closes the gap with national average All staff have clear understanding of attendance and their role.Parents and students have a clearer understanding of attendance and the impact on their education and personal development and future careers.  | Individual family meetings to identify individual barriers to attendance - action plans to be introduced Review current attendance monitoring system- possible use of SOL to improve analysis and student engagement. Improve whole school attendance culture – training – attendance is everyone's responsibility.Review rewards – relaunch attendance awards to students and parents. - 5th Nov whole staff relaunch Continue to monitor attendance to identify emerging patterns with new weekly meetings and escalation policy.Review LA attendance changes – Aug 24 and how this will affect Brook Green.Provision and EHCP reviews as appropriate - ongoing Ensure consistency of procedures in place for persistent and severe absentees –escalation policy and PN  | AHTAttendance team  | Ongoing attendance review cycle  | Feb 24 | July 24  | Time Training opportunities for and Attendance Assistant as appropriate  |  |
| 3.2 Review behaviour systems and policies – ensuring these create an environment where bullying, leaner-on-learner abuse or discrimination are not tolerated. If they do occur staff can deal with issues quickly and effectively. | SLT | Behaviour systems support are easy to access and being used by all staff.Students know the school rules/expectations - rewards and sanctions.Reduction of negative incidents between students.Staff confidently manage challenging situations and students are safe.Staff actively reflect on incidents using a trauma informed lense  | SLEUTH reports regularly reviewed and sharedReview lay-out of Inclusion CentreDevelop staff training to include sessions focusing on explicit behaviour issues and on specific students (sharing best practice).(e.g. training by Psychology Associates throughout the year on ACES and trauma informed approaches, 5 members of staff enrolled on SWALLS trauma training, de-escalation training led by Behaviour Leads) - completed 1 of 3 – PACE and Preparation for me Train more mental health first aiders – by March 25Ensure that new staff are aware of specific strategies and action plans for individuals. (Induction progamme)Ensure students pupil profiles are shared and up to date with enough details, esp. those students who access the IC regularly.  | Pastoral Leads | Identified meeting time SDIP monitoring sessions | Feb 24 | July 24  | Time  |  |
| 3.3 **Trauma informed practice** continues to be embedded to support improvements in behaviour and culture | SLT | Trauma informed practice is evident in staff interactions with pupils consistently across all sites Trauma informed practice continues to inform all aspects the school vision and culture i.e. incorporated into the recording of behaviour incidents  | Highlight best practice on CPOMS in insets Professional Learning sessions to communicate expectations and key underpinning knowledge - teachers to consider the lesson and what approaches can mitigate pupils executive function skills and self-regulation Rewards and recognition are reviewed and further systemised to promote engagement and intrinsic motivationMaintian high standards and use of TrIM, through the sharing of best practice. Reflect on how we show and evident TrIM strategies. Restorative approaches training. What targeted curriculum learning is also being undertaken in the IC?. | HT, DHT, AHTPastoral Leads  | SDIP monitoring sessionsLearning walksPlanning reviews  | Feb 24 | July 24  | Time Professional learning time to ensure sharing of best practice and staff understanding of key knowledge  |  |
| 3.4 Embed the Talentino and Skills builder programme to ensure students are prepared for adulthood, are resilient to setbacks and committed to their learning and progress, know how to study effectively and take pride in their achievements. | DHTWPC | Successful transition to post –16 destinations for all students.All students understand employability skills and the links between life skills and those required for work. | Ensure Skills Builder is embedded across all curriculum areas, maintaining our Gold Standard status. Training for teachers on 24th Feb. Skillsbuilder added in on to SoL template. Develop ‘Building Me’ programme to link Skills Builder with RSE curriculum across all year groups.Develop Year 11 skills programme using the Talentino model.Introduce Talentino approach to Year 10 Technology (Life Skills) group  | DHTWPC | Termly review.Skills Builder Hub reports | May ‘24 | July ‘25 | Time (staff/visits)Time-tablingTeaching resourcesDedicated room |  |
| 3.5 Personal development across the school is mapped against the curriculum and EHCP outcomes | DHT | Personal Development is clearly mapped against the curriculum offer, enabling leaders to clearly see areas of strength and development. | SWOT analysis of PD.Collate current PD offer – review offer are there any gaps or are there duplications?Is there clear progression of PD skills and knowledge?Are students able to discuss PD? - create a Display board for fun and fundamentals – success What impact does PD have on students? Ensure mapping document has been completed with clear intent, implementation and impact against the school values. Development of the morning timetable and Building Horizons  | DHTCurric. LdAll teachers | End of year curriculum reviewsNew SOW reviewUse of EHCP reviews to track PD | May ‘24 | July’25 | Leadership time for reviews and EHCP tracking  |  |
| 3.6 Develop systems and processes to further enable stakeholders’ voices to be heard– including students, parents /carers and Governors | HTDHT | Robust Student Voice in place. Governors’ presence in school increased and Governors attend key school events. Parents/carers have a forum to discuss communications, events and key school focuses through the working party and coffee mornings. | Develop Coffee Mornings for Parents/Carers with specific areas of focus Review website and school use of social media website audit completed Enhance role of School CouncilEnsure actions taken from school wellbeing surveysDevelop opportunities for Governors’ days and visits.Introduce a parent/carer working party with a clear focus on communications and events | HTDHT | Minutes from School CouncilGovs’ visits minutesReview cycle in place (for parent and student voice) | May ‘24 | July ‘25 | Coffee morning costsTime |  |
| 3.7Continue to develop transition for students’ next steps. | DHTWorkPlace Co-ord | Successful transitions for all students to post-16 destinations.  | Maintain and develop relationships with post-16 providers.Transition programme in place (e.g. Year 11 transition days)Use information from student career trackers to inform future planning. | DHTWPC | Reviewed re Year 1, 2 and 3 data:Gatsby Benchmarks | May ‘24 | July ‘25 | Costs (1 day per week) for ITP transition days.Careers Fair |  |

1. **Finance, health and safety, resource development, investment and improvement**

**Objective 4:**

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| **Subsidiary Objective** | Lead  | **Success Criteria** | **Actions** | **Person/s responsible** | **Monitoring and evaluation arrangements** | **Start Date** | **Finish date** | **Resource implications (inc. CPD)** | **RAG/ date** |
| 4.1 Ensure our future planning for deployment of staff and resources supports student provision and sufficiency. . | HTBusiness ManagerGovs | Staff and resources effectively deployed to support student provision and sufficiency. | Review of staffing annually or as necessary to ensure deployment supports student provisionTermly audit of resources.Budget reports to Govs. | HTBusiness ManagerGovs | Staffing review at least annuallyTermly resource audit | June ‘24 | June’25 | TimeStaffing and resource costs |  |
| 4.2 Continue to manage and monitor supply spend to minimise reliance on agency staff. | HTBusiness Manager | Supply budget stays within forecast amounts | Regularly monitor spend.Report budget updates to Govs. | HTBusiness Manager | Budget review cycle | April ‘24 |  April ‘25 | Time |  |
|  4.3 Continue to discuss and plan SEND sufficiency with the Local Authority – to include a discussion of in-house post-16 provision in line with parental demand, to bring us in line with the offer available from other Plymouth special schools | HTGovs | School and Local Authority have agreed a clear projected plan, enabling sufficiency issues to be addressed and resourced.  | Increased communication between school and Local Authority leads.Sufficiency plan agreed.Termly communication between Govs and LA re any proposed future building and resourcing work.HT has met with LA leads and has regular meetings with the Director of Education and the Education Improvement Partner | HTGovsLA | Review and update at Govs’ mtgs. | April ‘24 | July ‘25 | TimeCosts for any proposed building work or refurbs.Costs of resourcing (inc. Staff costs) |  |