



School Development Plan

2025-26

'Making the most of everyday'

Curriculum and teaching – Intent

Goal 1	Responsibility	Milestones	Achieved by the end of	Supporting
<p>Develop and implement the Baytree curriculum training offer to ensure it meets the needs of the current and future cohorts and supports teachers to deliver a consistently high-quality curriculum offer.</p>	<p>WSDL</p> <p>Kate Lewis</p> <p>Jo Hughes</p>	<ul style="list-style-type: none"> • Subject Leads to deliver training and developments on their subject area to teaching staff during weekly teachers meetings. Meetings to be linked to termly subject focus (see yearly overview and termly RAPs). WSDLs to monitor and feedback on training offered to ensure it aligns with department pedagogies and links to progression documents. • Support Subject Leads to review the curriculum staff training needs for their subject areas, completing Year B and term 1 and 2 of Year C and beyond where possible by the end of current school year. • Questionnaire for teachers and support staff to highlight areas of the curriculum where they require more support and use data to inform curriculum inset training in Term 3 alongside the Deputy Head. • Plotting and organising of curriculum events for learners throughout the year across all departments to enhance the curriculum experience alongside subject leads. • Moderate termly planning according to monitoring cycle to ensure quality of education and feedback findings to teaching staff and encourage sharing of best practise. • WSDLs to oversee curriculum teams and identify through subject action plans training and support needs. 	<p>Termly</p> <p>Term 6</p> <p>Term 2</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>DHT</p>

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		<ul style="list-style-type: none"> Organise Webinars based on parental feedback of areas of focus/interest alongside ICT lead to have on website WSDLs to develop a curriculum training package / offer for staff appropriate to their role and deliver of the curriculum ready for roll out from September 2026. 	Term 3	
			Term 6	
Resource requirements		Impact		
<ul style="list-style-type: none"> Questionnaire for training needs Subject Lead action plan overview updated frequently Year, A,B,C curriculum overviews with plotted events Time with ICT lead 		<ul style="list-style-type: none"> Learners will receive a personalised, bespoke and aspirational curriculum. Staff feel confident to deliver learners personalised curriculum offers. Impact of the training is reviewed and monitored to ensure it continues to deliver outstanding teaching and learning for all learners. Curriculum areas resourced to implement meaningful and engage learning to sensory and subject specific learners across all departments. 		

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Curriculum and teaching – Intent

Goal 2	Responsibility	Milestones	Achieved by the end of	Supporting
Whole School Curriculum Leads to ensure successful implementation of curriculum pedagogies across both campuses.	WSDL Lydia Sam	<ul style="list-style-type: none"> • Provide opportunities for peer observation and coaching across campuses to strengthen consistency within department pedagogies • Quality of Education 'drop-in's to be carried out by WSDLs to audit classroom practices and ensure pedagogies are consistently applied and evident in classes. Ensure equitable offer across campuses. • Subject Leads to deliver training and developments on their subject area to teaching staff during weekly teachers' meetings. Meetings to be linked to termly subject focus (see yearly overview and termly RAPs). Ensure focus on how each subject is adapted and developed through the departments in line with departmental pedagogies. • Refine and update 'Pedagogies in Practice: Toolkit' to include updated ethos, photographs and evidence of practice across all departments. • Delivery of whole school curriculum training to all staff (focus on new starters) to review and consolidate department pedagogical approaches – February Inset Day – Curriculum Focused 	Ongoing Term 1,3,5 Termly Term 4 Term 3	DHT

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		<ul style="list-style-type: none"> Review feedback from curriculum 'drop-ins' to identify department pedagogical approaches and training needs in line with the assessment and moderation cycle on RAP. 	Ongoing – 2/3 times per term	
Resource requirements		Impact		
<ul style="list-style-type: none"> Teacher meeting time – termly feedback sessions of subject leads INSET Day – curriculum focused – coverage TBC Resources aligned to curriculum budgets 		<ul style="list-style-type: none"> Learners will benefit from consistent, high quality pedagogical approaches that are embedded by confident teaching staff. Learners have greater access to a broad and balanced curriculum that is personalised to their needs. Pedagogical approaches are clearly evident across departments and accurately reflect what is taking place within classrooms. There is continued equality of access to a high-quality curriculum offer from EYFS to Post 16. All teachers are confident in the delivery of curriculum areas aligned to their department pedagogy. 		

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Curriculum and teaching – implementation

Goal 3	Responsibility	Milestones	Achieved by the end of	Supporting
Subject leads to review the curriculum delivery and resource accordingly from EYFS – POST 16 across both campuses to ensure reflective of pedagogy and key stage.	WSDL All	<ul style="list-style-type: none"> • EYFS Pedagogy to be enhanced and embedded through the delivery of continuous provision and shared working between classes through the introduction of 'Explore Time' sessions and Learning to Learn Curriculum. • Resource expectations document to be created to outline guidance for Subject Leaders to ensure completion of resource creation is effective and inclusive. Subject Leads to audit current resources. • Support subject leaders to complete and submit action plans, ensuring each plan clearly identifies resource requirements e.g. physical, auditory, sensory, communication tools/chat mats. 2 Teacher's Meetings to be planned on the RAP to be dedicated to monitoring and reviewing action plans and progress made with resourcing. • WSDLs to work with Subject Leaders to clarify and share a common definition of 'resources' that covers physical, auditory and sensory. Ensure consistency across the school, and that resources extend across each department alongside department pedagogy. 	Planning in Term1 Implement - Term 2 Term 3 Action Plans due 1 st Oct Ongoing Term 2 Termly	

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		<ul style="list-style-type: none"> • Resourcing for Year B, and Year C (Term 1 and 2) and beyond where possible to be completed by the end of the Academic Year • Review the Upper School Curriculum offer and ensure it aligns with department pedagogical approach. Identify gaps and support Upper School Teachers and Subject Leads to develop resources to enhance curriculum offer. Opportunities for Clevedon teachers to visit and shadow Weston Upper School to ensure consistency. 		
Resource requirements		Impact		
<ul style="list-style-type: none"> • Subject Leads – additional 2 hours per term to gather and create resources – potential cover costs. • Resources aligned to curriculum budgets • Opportunities for Clevedon Upper School Teachers to visit/shadow Weston Upper School 		<ul style="list-style-type: none"> • Resources will be appropriately adapted to meet the diverse needs of all learners enabling meaningful access at every stage of learning. • Consistent progression pathways across key stages, where learners build on prior knowledge in a motivating and meaningful way. • Resources will be created to reduce potential barriers to learning and increase engagement. 		

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Achievement – Impact

Goal 4	Responsibility	Milestones	Achieved by the end of	Supporting
Robust monitoring to ensure high standards of provision and consistent impact are delivered equitably across both Campuses.	AHTs	<ul style="list-style-type: none"> • Ensure Raising Achievement and Progress document (RAP) is adapted and updated for each term to reflect monitoring of provision • Provide timely and robust feedback to key stakeholders at identified points • Provide dynamic and ongoing support where needed as areas of developments are identified. • Adapt and adjust CPD programme to ensure this reflects identified development areas • Enable subject leads to work with link governors to support confidence in the curriculum and provide challenge. • AHT to moderate collaboratively to identify areas of strength and development across campuses and enable opportunities for teachers to share best practise. 	Termly In line with monitoring cycle As identified As identified In line with monitoring cycle Termly	DHT
Resource requirements		Impact		
<ul style="list-style-type: none"> • Subject leadership time to be co-ordinated across campuses • Timetabled AHT days to facilitate moderation and feedback • CPD needs as identified • Opportunities for class teacher to share best practise • Leadership time 		<ul style="list-style-type: none"> • Subject leaders feel confident in supporting the delivery of a high quality curriculum across campuses • Teachers know their individual strengths and areas for development • Governors are well informed and able to provide stretch and challenge. • CPD sessions are informed by areas for development 		

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Achievement - Impact

Goal 5	Responsibility	Milestones	Achieved by the end of	Supporting
Review current target setting to ensure progress is appropriately captured for our sensory learners and EOTAS learners.	AHTs	<ul style="list-style-type: none"> • Creation of engagement profile for sensory learners. This will indicate how they best access their learning to support their progress. • Trial of engagement profile for a few sensory learners- across a couple of classes on each campus. Explore impact of this for staff supporting learners and on learner engagement- if successful, this can be implemented for sensory learners across both sites. • Clarification for teachers over which learners class as sensory or subject specific learners- resource shared in teachers meeting. • Review sensory learner targets and progress made over time e.g. <ul style="list-style-type: none"> - How often do learners achieve termly targets? - How are termly targets changed each term? - How many termly targets do learners achieve? • Explore how this looks for sensory part-time learners, EOTAS learners. Discussions with outreach lead on progress. • From review, identify how best to ensure target setting, e.g. targets to cover 2 terms, focus on particular EHCP areas. Trial for specific learners. • Share best practice in target setting and any updated expectations in target setting for sensory and EOTAS learners. 	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Term 2 onwards</p> <p style="text-align: center;">Term 3</p> <p style="text-align: center;">Term 3</p> <p style="text-align: center;">Term 3</p> <p style="text-align: center;">Term 4 and 5</p> <p style="text-align: center;">Term 6</p>	HT

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Resource requirements	Impact
<ul style="list-style-type: none"> • AHT focus days • Meeting time with outreach lead 	<ul style="list-style-type: none"> • Teachers are clear on differences between sensory and subject specific learners and who would class as each type of learner • Clear support in how best to engage sensory learners in their learning • Systems best support sensory learners in capturing their progress in all areas throughout the year.

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Leadership and Governance

Goal 6	Responsibility	Milestones	Achieved by the end of	Supporting
Ensure clarity of roles and responsibilities for the growing leadership team.	HT	<ul style="list-style-type: none"> • Review the capacity and expertise of the leadership team. • Allocate each Department Leader a department within the campus they are based to support and oversee the implementation of the curriculum. • Clarify roles and responsibilities of all members of the leadership team within the Leadership roles and responsibilities documents. • Department Leaders to provide ongoing support, guidance and mentoring to newer members of the teaching team within their department. • Review the line management, ensure clarity in hierarchy and accountability. Ensure all members of the leadership team have regular supervision opportunities with their line manager. • Ongoing feedback of roles and responsibilities to ensure all aspects of the leadership roles are fulfilled. • Provide leaders with networking and CPD opportunities to develop their practice and bring back best practice. 	<p>Sept 25</p> <p>Oct 25</p> <p>Oct 25</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	Wider leadership team
Resource requirements		Impact		
<ul style="list-style-type: none"> • Leadership time • Sourced and costed CPD opportunities (10K allocation for CPD) 		<ul style="list-style-type: none"> • All leaders are clear around their operational and strategic roles and responsibilities 		

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| | <ul style="list-style-type: none">• All leaders, teachers and staff feel well supported to carry out their roles.• Leadership oversight is achieved across all facets of school life, ensuring high standards are maintained. |
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Leadership and Governance

Goal 7	Responsibility	Milestones	Achieved by the end of	Supporting
Work closely as a Governing body working party to explore academisation options.	HT	<ul style="list-style-type: none"> • Headteacher and Chairs of Governors of the N-Somerset special schools to meet and consider options and next steps regarding academisation as a group of maintained schools. • Baytree Governing Board to form a working party to consider options, as a school and where appropriate work alongside the other maintained special schools governing boards. • The Headteacher to liaise closely with the Regions Team and the Local Authority regarding potential next steps. • The working party will devise an action plan which will be shared and ratified by the full governing board. • The working party will feedback to the whole governing board on developments and next steps at each Full Governing Board meeting. 	<p>October 25</p> <p>December 25</p> <p>Ongoing</p> <p>January 26</p> <p>Ongoing</p>	Working party of the governing board
Resource requirements		Impact		
Governors and school leaders time.		<ul style="list-style-type: none"> • Clarity around the direction of travel of the school within the academisation landscape. • Strengthen the schools position through partnership working with local special schools. • The Governing Board is well informed and make decisions in the best interest of the school and its community. 		

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Safeguarding				
Goal 8	Responsibility	Milestones	Achieved by the end of	Supporting
Development and training of the wider safeguarding team to enable them to confidently and successfully safeguard identified learners and families whilst ensuring the robust safeguarding culture continues to be embedded across both Baytree campuses.	DHT	<ul style="list-style-type: none"> All staff to complete Baytree School Safeguarding training within 2 weeks of starting at Baytree School to ensure high standards of safeguarding culture continues to be achieved. Safeguarding team to have allocated families they will work with, supported by the DSL. Safeguarding team to meet weekly to review CPOMS active cases and assign actions. DSL to ensure that AHT, healthlead and outreach lead complete advanced safeguarding training – DSL to allocate the training. DSL to deliver advanced safeguarding training to wider safeguarding team. DSL to review weekly the CPOMS logs and actions identified and follow up. DSL to send 3 x termly safeguarding training to the wider school community to ensure all are DSL to review safeguarding policies and online training to ensure relevant for all staff and their roles. DSL to attend SWALLs safeguarding network meeting 3 x year – DSL to liaise with Antonia Noble regarding safeguarding training and updates. DSL to review website and ensure it is up to date. AHTs to attend and lead alongside the DHT/HT CIN/CP/safeguarding meetings/strategy meetings 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – weekly</p> <p>As identified</p> <p>Ongoing as training needs identified</p> <p>Weekly</p> <p>3 x year</p> <p>Term 5</p> <p>3 x year</p> <p>Term 2</p> <p>Ongoing</p>	Safeguarding Team

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		<ul style="list-style-type: none"> • DHT to review Early Help offer at Baytree School • DHT/PSHE lead to review the safeguarding PSHE curriculum to support learners in keeping themselves safe – training to be delivered to support teachers/support staff 	Term 3 Term 3	
Resource requirements		Impact		
School leaders time Safeguarding team time		<ul style="list-style-type: none"> • All staff feel confident and understand safeguarding at Baytree School and the role they play in it • DDSL's feel confident in leading CIN meetings and the role they play • DDSL's feel confident in supporting peers with safeguarding at Baytree • The governing board is up to date with safeguarding concerns and actions at Baytree 		

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Personal development and wellbeing				
Goal 9	Responsibility	Milestones	Achieved by the end of	Supporting
Further develop the cross campus learning and social opportunities targeted for individual learners.	DHT	<ul style="list-style-type: none"> • DHT to identify the learners who will access sessions cross campus sessions and why. • DHT to identify which sessions would prioritise both learning, social and therapeutic opportunities for individual learners throughout the academic year • Curriculum yearly planners to be cross checked with department opportunities – map out through the 3 year cycle to ensure are progressive across the departments/campuses. • DHT to identify department pedagogical opportunities which would support ongoing links for cross campus learning. • DHT to work with upper school/post 16/post 19 to develop opportunities which are progressive within the department's pedagogy. • Link with goal 10 to identify within the community of the campus what social opportunities are available and how learners will access them in line with the curriculum offer • Develop links with schools within the local community. • Develop links with community groups within the local communities which learners can access in line with their curriculum. • Research community and social opportunities for SEND learners within the local community of the campus. 	<p>Term 1 and ongoing</p> <p>Term 1 and ongoing</p> <p>Term 3</p> <p>Term 2 – ongoing</p> <p>Term 3</p> <p>Term 3 – ongoing</p> <p>Term 2 – ongoing</p> <p>Term 3 – ongoing</p> <p>Term 3 - ongoing</p>	Curriculum leads

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Resource requirements	Impact
DHT time Teacher meeting time	<ul style="list-style-type: none"> • The curriculum will deliver cross campus opportunities for learners to ensure therapeutic, social and learning sessions • Implementation of a wider range of learning, social and therapeutic opportunities in line with the pedagogical approach • Learners will successfully access their local communities • Successful development of opportunities for learners to become part of their local communities. • Development of the curriculum overviews/planners to embed the cross campus learning opportunities.

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Inclusion				
Goal 10	Responsibility	Milestones	Achieved by the end of	Supporting
Develop and enhance community links at our Clevedon campus, and reignite relationships and inclusion opportunities with Heron's moor academy.	WSDL Kate W Kate L	<ul style="list-style-type: none"> • Community and curriculum links focus day to resource Year A,B and C events including primary and secondary school links and curriculum enhancement. • To create an expectations document of what we would like/expect when working jointly with mainstream and community settings e.g. how best to support our learners • To work alongside DH to make transport more widely available for both sites with a clear booking system to create a wider variety of cross site learning opportunities • To develop outdoor learning opportunities for Middle Years to have a Forest School Sessions linking across campuses with Brandon Trust Playlink trained Forest School leaders. *First successful Brandon Trust Forest School session between Pink Class Clevedon and Weston 05.11.25. • To have a Baytree entry to the North Somerset Dance festival group. Work alongside Herons Moor and across both campuses to establish dance group and club for 	Term 2 Term 2 Term 3 Term 2 Term 3	

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		<p>rehearsals. Kate W to work alongside Rich – PE subject Lead.</p> <ul style="list-style-type: none"> • To develop shared opportunities and links with Herons Moor and local schools in school and extra-curricular activities. • EYFS department to join for an afternoon shared breaktime opportunity daily (Kate W in discussion with Jemima from HM). • Seasonal activities planned and facilitated between the school for example: Christmas sensory carousel activities between named classes. • To develop an expectations document to share with Herons Moor and local school to support positive experiences and opportunities for Baytree learners. 	<p>Term 4</p> <p>Term 3</p> <p>Ongoing</p>	
Resource requirements		Impact		
<ul style="list-style-type: none"> • Links with local sports providers • Document of useful links for curriculum events/topics • Online bus booking system • Planning and timetable for Forest School Brandon Trust Playlink 		<ul style="list-style-type: none"> • Wider variety of extra curricular activity offer for learners within school hours. • Successful implementation and enhancement of forest school provision at both sites. • Shared activities across both campuses. • Greater links with local clubs and events to broaden learners interests and extra curricular offer. 		

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Attendance and Behaviour

Goal 10	Responsibility	Milestones	Achieved by the end of	Supporting
Through monitoring, support and training actively reduce incidents of behaviours that challenge and improve readiness to learn through proactive strategies. Resulting in the continued development of the culture of behaviour support across both campuses.	AHT	<ul style="list-style-type: none"> • Fortnightly tracking of behaviours throughout school. AHT meeting fortnightly to identify trends and create actions to support with behaviour. • SLT to determine termly proactive behaviour focuses. These will feed into classes using these strategies, e.g. Gateways, communication, enabling environments. These will be fed-back into learner update meetings. • Termly teachers' behaviour meetings to review behaviours and strategies in place for learners. Meetings to discuss behaviours which challenge and offer support and suggestions to help. Each meeting to have specific focuses (determined by AHT) after reviewing behavioural trends. • Additional teachers' meetings with focus on proactive strategies and readiness to learn throughout the year- led by behaviour team, e.g. <ul style="list-style-type: none"> - environment, timetables, curriculum. • Weekly learner update meetings with focus on learners' behaviour on both campuses. • Additional PRO-ACT SCIP trainers- 3 on each site. 1 additional to be trained. • PRO-ACT SCIP training for new starters. Ensure training is up to date with changes to programme. Update to PRO-ACT SCIP training 	<p>Ongoing</p> <p>Term 2 onwards</p> <p>Termly</p> <p>Term 2 onwards</p> <p>Nov 2025</p> <p>End of term 1</p> <p>End of term 1</p>	

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		<ul style="list-style-type: none"> • PRO-ACT SCIP refresher training for all staff who have completed training previously. Updates for the year to be included in this: environment / outdoor space; language and transition. • Additional member of outreach to have Thrive training- Indie. Thrive groups to support learners' social and emotional development, ensuring they feel safe, supported and ready to learn. Learners to be identified via pupil progress meetings and support level agreed during intervention allocation meetings. • Identified class teams to receive support from behaviour leads to review PBS strategies and implement change as appropriate. • Identified teams to receive CPD on PDA and approaches to support learners effectively to reflect increased SEMH need. 	Ongoing	
Resource requirements		Impact		
<ul style="list-style-type: none"> • Meeting time: SLT meeting (1 x termly); teachers meeting (1-2 termly); AHT behaviour focuses (fortnightly and in AHT days); learner update meetings (weekly) • Pro-act SCIP instructor course- £2318 • Proact SCIP instructor refresher course fees £1600 (Total cost – four instructors) • SWALSS behaviour support group for AHT £190 		<ul style="list-style-type: none"> • All staff working with learners have up to date training and skills in proactive strategies for positive behaviour support • Staff teams are confident that they have support when working with behaviours that challenge • Learners are supported to have proactive strategies to behaviours which challenge- as a result these incidents reduce over the year. • Staff have a clear understanding of readiness to learn and how we can support this. • PBS teams deliver effective and appropriate support across both campuses and are responsive to needs of individual learners 		

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