Waterside,King's Oak,Oak Lodge

SEMH Primary and Secondary

School Development Plan 2026 - 2027

Unleash Your Inner Super Hero! - Bring us your past and leave with your future! - Achieve your Impossible!

The Federation continues to move forward and demonstrate its commitment to and effectiveness with our community.

For 2026-2027 our **Key Priorities** are:

Waterside	King's Oak	Federation
Oracy - introduction of Voice 21	Adaptive Teaching (link to ITT)	Hemisphere Year 3 Attendance Staff Induction TAIT
Spelling	Core Interventions for greater depth	
Mental Health Interventions	Further Development of Oak Lodge	
BSL		

These priorities have been agreed from discussions with both SLT's and working with staff at all levels. We have also included discussions with School Council to help direct how they see priorities and development of their school.

Our Vision

We are **fully committed** to continue to improve the **quality of the educational provision** for all our pupils which will enable them to reach their **full potential** and attain the levels of knowledge, understanding and personal skills that society demands for their future lives.

High quality education and behavioural provision at Waterside SEMH Primary,King's Oak SEMH Secondary and Oak Lodge will be achieved by:

- **positive, caring** and **clearly focused leadership** from the senior leadership team
- the whole staff team **working together to do its best for our pupils confidence and self esteem**
- the whole staff team having **high expectations of our pupils social, behavioural and academic performance**
- **well planned, exciting teaching** that develops lively, enquiring and open minds in our pupils
- creating **stimulating and attractive learning environments** in which our pupils can take a pride
- fostering a **calm, secure and purposeful working atmosphere** that **nurtures a positive esteem** and self-image in all our pupils
- promoting **respect for other people and their property**
- **working in partnership** with parents, governors and the local community to enrich opportunities for our pupils

We will continually strive to achieve the school's aims through a creative curriculum and through all the other experiences offered to our pupils.

High quality education will enable them to:

- develop their use o**f English and Maths** which provide the foundation for all their other learning
- learn **social skills that encourage agreeable interactions** between their peers as well as adults
- treat everyone in an **equal manner, irrespective of gender, race, class or disability**
- develop **personal and moral values that are respectful of others including work on sexual harassment**, leading to their **appreciation and toleration** of other religions and other ways of life
- **learn in a safe and secure environment**, in keeping with Health and Safety Regulations that are in the interests of all who work in the school.
- **Prepare them for the next steps in their education and for their entry into the world of work or further education.**

Schools Context

Waterside comprises four defined sections to its provision - Waterside SEMH Primary, Waterside SEMH Outreach, Waterside Nurture and Waterside Nook - the autistic provision for more complex and challenging autistic pupils.

The school serves the **entire** Royal Borough of Greenwich, with pupils referred to any one of the provisions but also accommodates pupils who have been referred by other boroughs via SEN Consultation.

Due to this, the service serves a large area of **significant social** and **economic deprivation**.

Outreach pupils are referred directly to our service and the team works closely with the host school. Staff are assigned to work with a pupil or pupils and support class teachers and TA's with their work. This method allows Waterside to have an **early intervention strategy** as well as signposting more complex needs towards the main provision. From September following the reestablishment of the SLA (Service Level Agreement) with the Royal Borough of Greenwich, Waterside Outreach is to be re-designed as Waterside WAVE. We are going to implement a programme of intervention and tracking that will ensure that those pupils who need further specialist support will have clear evidence of this, and those who don't, continue in school with well trained staff.

The pupils 'in-house' are admitted with EHCP's. We have many pupils who have **learning difficulties** (which may have not received a diagnosis from their previous setting) - due to exclusion from mainstream primary or serial movement of placements and a high proportion of pupils with mental health issues. School is to continue to develop its provision following a review of current practice and implement a nurture provision for the Borough as well as implement a mental health strategy to support pupils.

We currently provide learning and support for pupils with a wide variety of SEMH diagnosis. Our pupils can have several conditions as part of a diagnosis.

Nurture is in reaction to needs of the Borough and mainstream schools, who are dealing with higher levels of attachment cases than ever before. We will be using our expertise and Nurture trained staff to provide a holistic approach and attempt to return pupils to mainstream education within 4 terms.

The **Nook ASD** provision for KS 2 is in reaction to the needs of the Borough and LARPS, who are finding it increasingly difficult to place and manage highly complex ASD pupils. The Nook provides education for Y5 to 6 pupils who have not been in education for over a year. We have a highly experienced / qualified specialist in autism and a highly trained TA to support and either return pupils in readiness for mainstream secondary LARP transfer or specialist ASD secondary placements.

The school was seen by **OFSTED** in **May 2023** and was rated as **Outstanding** in all areas with no recommendations.

King's Oak currently comprises an SEMH provision that caters **solely for boys in KS3 and 4.**

The school has **Oak Lodge**, an **intervention space** for pupils who may or may not have an EHCP but need specialist intervention. This has been commissioned by the Royal Borough of Greenwich and caters for pupils up to and including Year 11 who may have found their academic journey difficult in either mainstream or alternative provisions. This provision can accept pupils without an EHCP and would be designated as a LARP.

The Royal Borough of Greenwich have recognised the **outstanding work of the school and Federation** and encourage providers from all sectors to make use of the schools expertise. This includes Thomas Tallis, Plumstead Manor ; The John Roan ; Harris Greenwich ; Woolwich Poly, Charlton and Millwall and those further afield in Liverpool, Greater London and Europe.

The Borough have also recognised the need for the school to support pupils in Y11 who may have found either mainstream or alternative provisions unsuitable for their needs. This has led to a continued increase in pupil admissions.

The school serves the **entire** Royal Borough of Greenwich, with pupils referred to the school via the SEND panel process.

The school serves a large area of **significant social and economic deprivation not necessarily within the boundaries of the school** - as it accommodates pupils from all areas of the borough.

The pupils are admitted via the **SEN panel** and must have an **EHCP**. We have many pupils with **significant learning difficulties** - due to exclusion from mainstream secondary or serial movement of placements. We have an **acutely high proportion of pupils** with **undiagnosed mental health issues.**

The school is seen by **OFSTED** as **Outstanding** after many years of being in Requiring Improvement.

The federation has fully embraced the White Paper and SEND Reforms and is playing a pivotal role in the Expert At Hand model within the LA and greater community.

Rationale

Our SDP has been created around our continuing priorities to improve key aspects of our provision.

The SLT, GB and staff at all levels have discussed priorities using a variety of approaches and the following will drive forward key improvements for the coming academic year. It is brief so that all staff have a clear, bullet pointed understanding of the direction the federation is moving, but this is fleshed out within weekly CPD, curriculum groups and line management. As you will see, we have a brief overview of our SEF which is linked to our priorities but also fully demonstrable within both schools via data, tracking, books etc.

SEF Headlines

Exceptional	**Strong Standard**	**Expected Standard**
Needs Attention	**Urgent Improvement**	

Waterside		**King's Oak**	
Safeguarding	**Exceptional / Met** • Leaders and those responsible for governance have established an open culture in which safeguarding is everyone's responsibility. Multiagency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. • Leaders actively try to learn from safeguarding cases and incidents and take any action needed. • Pupils are kept safe and feel safe. Their voices are heard, including the voices of	Safeguarding	**Exceptional / Met** • Leaders and those responsible for governance have established an open culture in which safeguarding is everyone's responsibility. Multiagency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. • Leaders actively try to learn from safeguarding cases and incidents and take any action needed. • Pupils are kept safe and feel safe. Their voices are heard, including the voices of

	pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. ● All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently. ● Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). ● Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty. ● The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.		pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. ● All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently. ● Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). ● Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty. ● The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. ● Leaders ensure that staff's work is monitored and that they get appropriate

	• Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. • Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults. Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.		supervision and support. The conduct and behaviour of staff are appropriate. • Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults. Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.
Inclusion	**Exceptional** • Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or wellbeing for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community.	Inclusion	**Exceptional** • Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or wellbeing for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community.
Curriculum and Teaching	**Strong** **Exceptional** • Exceptionally high standards in the	Curriculum and Teaching	**Strong** **Exceptional** • Exceptionally high standards in the

	curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or wellbeing. ● Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.		curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or wellbeing. ● Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.
Achievement	**Strong** ● Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face	Achievement	**Strong** ● Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently achieve well,

	other barriers to their learning and/or wellbeing, consistently achieve well, develop detailed knowledge and skills, and produce high quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.		develop detailed knowledge and skills, and produce high quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.
Attendance and Behaviour	**Exceptional** / **Strong** • Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing achieve and flourish across all areas of school life.	Attendance and Behaviour	**Exceptional** / **Strong** • Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing achieve and flourish across all areas of school life.

Personal Development and Well - Being	**Exceptional** • Exceptionally high standards of personal development and wellbeing have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. Leaders' actions have a transformational impact on the personal development and wellbeing of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils are now able to thrive in school and beyond the school.	Personal Development and Well - Being	**Exceptional** • Exceptionally high standards of personal development and wellbeing have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. Leaders' actions have a transformational impact on the personal development and wellbeing of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils are now able to thrive in school and beyond the school.

I feel that by grading ourselves against the new framework, tells the story of both the federation as a whole and our individual school journeys. There are always areas for improvement and we have clear strategies and interventions to continue to improve.

L = Lead
M = Monitoring

Action for the Federation		**Led and Monitored by:**	
Hemisphere linked with EDI - Jewish Community		L: Meic M: HoS WS/ DHT / GB	
Overview of Key Priorities:		**Proposed Outcomes:**	
• Ensure staff are full aware of the EDI drivers across the federation • Ensure key staff receive the initial Hemisphere training • Train all staff (at all levels) in Hemisphere • Train pupils (at all levels) in Hemisphere • Train parents and Governors in Hemisphere • Address inequalities across the federation (curriculum, strategy, recruitment etc)		• Achieve EDI accreditation across the federation • School community at all levels to be fully aware of diversity and bias • Complete work on decolonisation • Complete work on bias (for all areas) • Governing Board to consciously address bias	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Disseminate training to staff on initial training days	September INSET to hold a session on both EDI and Hemisphere Question and Answer session to be held so staff can understand how this work fits into their areas	None - all resources are prepared	Autumn 1
Audit of key strategic areas to analyse inequalities and address them	Continue to audit all public facing forms/applications to ensure that there is no unconscious bias Continue to audit all adverts etc to ensure that they meet guidance Continue training governors and SLT in ensuring that when advertising/shortlisting etc that bias is accounted for	MG to facilitate a group of governors and staff at all levels to go through documentation Group to meet half termly. Governors and SLT to ensure that they are trained in Safer Recruitment updates	Autumn 1 onwards (be reviewed every half term) Autumn 1 and then reviewed in each GB meeting

	Require feedback from applicants/parents to check that we have remained on track	Following all appointments/meetings - to send a questionnaire so that the federation can continue to improve	
Disseminate training to pupils across the federation to ensure that they understand the EDI drive	During tutor/registration/PSHE explore topics related to Hemisphere and EDI School Councils to monitor this work (as it has been raised)	Both schools have access to the PSHE network and associated resources so no additional costs	Autumn 1
Disseminate training to Governors to ensure that all GB meetings and decisions take into account both the EDI and Hemisphere methodology	Governors to undertake Hemisphere training Governors to undertake presentation on EDI by both leaders Governors to agree protocol for managing decisions and policy under EDI/Hemisphere frameworks	No additional costings as the RBG pay for the training	Autumn 1
Hold training sessions for parents to understand EDI and Hemisphere	Both leaders to present to parents to ensure that they have an understanding of the EDI/Hemisphere drivers	Costs for refreshments for parents and take away posters/leaflets to tailor it to the federation £500(across the federation)	Autumn 2
Re-evaluate (Year 1) to understand any changes that need to be made	Evaluate the progress made against both frameworks Evaluate successes Evaluate areas for improvement	None associated at present but a budget of £1500 to be allocated in reserve	Autumn 1

Aim for the Federation	Led and Monitored by
Attendance	L : HoS/SLT and Attendance OfficerM: Governing Board and Whole Staff Team

Overview of Key Priorities	Proposed Outcomes
• Establish a whole-school culture of high attendance, with clear expectations understood by pupils, staff, parents/carers and governors. • Improve the quality, accuracy and use of attendance data so that concerns are identified and acted upon promptly. • Reduce persistent and severe absence through early identification, targeted intervention and multi-agency support where appropriate. • Improve staff attendance and wellbeing, ensuring that staff feel supported while maintaining appropriate expectations around attendance and professional responsibility. • Strengthen communication with parents/carers so that attendance is treated as a shared responsibility. • Identify and address the underlying barriers to attendance, including anxiety, safeguarding concerns, SEND-related barriers, family circumstances and practical difficulties. • Ensure attendance is monitored as a whole-school improvement priority, with regular evaluation by leaders and governors.	• Increase overall pupil attendance from the 2025–26 baseline to an agreed school target of 90% combined, with an aspirational target of 92%+. • Reduce the percentage of pupils who are persistently absent. • Reduce the number of pupils with repeated unauthorised absences and patterns of lateness. • Improve staff attendance against the school's 2025–26 baseline. • Reduce instances of avoidable short-term absence where appropriate. • Ensure return-to-work conversations take place consistently following absence. • Strengthen staff wellbeing and workload management to support sustainable attendance. • Ensure absence management is fair, supportive, consistent and in line with school policy and employment procedures.

Priority Development:	Actions:	Resourcing and Costs:	Timescales:
Strong Attendance Culture	Raise awareness of Attendance Matters across the federation Attendance expectations to be explicit in assemblies/form time/communications to parents/Insta and socials Reward good attendance without penalising those whose absence is for valid reasons Attendance to be discussed positively with parents/carers	Update attendance policy and processes Assembly and other display resources Low cost rewards (could link to Jack Petchy at King's Oak and the rewards at Waterside)	Autumn 1 - launch the campaign Autumn 2 - Review impact and where needed revisit messaging for greater appeal Spring 1 - Refresh the campaign - look at a whole target week Summer 1 - Evaluation and report to GB

	Staff to understand attendance is everyones responsibility not just SLT		
Attendance Monitoring	Establish a weekly monitoring cycle with Admin team Agree threshold (in-house) for persistent and severe absence Report to community for any patterns including those vulnerable pupils Staff to understand escalation process Attendance to become central to safeguarding reporting Establish accountability at all levels for attendance	Data Analysis can be done with AI to look for trends and patterns Governing Board monitoring (highlighted in leadership report and a standing item on the agenda)	Autumn 1 - Baseline and reporting Autumn 2 - weekly reporting to be embedded Spring 1 and 2 - evaluate trends with AI reporting Summer 1 and 2 - compile annual report against agreed baseline and targets
Barriers to Attendance	Individual RA for vulnerable pupils Continue proactive work on transport, uniform, routines and family circumstances Ensure reasonable adjustments within adaptive teaching have been made	Finance for certain items to be taken from agreed cost centres (such as pupil premium) but also further enhancement from charity/grant sources	Full year embed and evaluate - publish our findings locally and nationally to assist with the overall picture of attendance
Staff Attendance	Establish clear expectations for all staff Ensure staff understand absence reporting including use of River and Silas Provide appropriate support for staff whose attendance is a concern	HoS / Exec Head and Governing Board Line Management time HR/Occupational Health (costs at £90 per appointment) Staff Performance Management targets	Autumn 1 - Staff PM and line management to identify any potential issues Autumn 2 - ensure staff who are triggering policy are fully aware of the process

	Ensure staff understand the difference between support and formal absence management protocols		Spring - conduct workload review Summer - evaluate attendance
Aim for the Federation		**Led and Monitored by**	
Staff Induction		L : Deputy Head and SLT ; M : HoS and Exec Head	
Overview of Key Priorities		**Proposed Outcomes**	
• Establish a consistent whole-school induction process for all new staff. • Ensure new staff understand the school's vision, values, ethos and expectations. • Provide clear guidance on essential policies, safeguarding, behaviour, attendance, SEND, health and safety and professional conduct. • Ensure new staff are confident in using key school systems, technology and communication platforms. • Provide appropriate role-specific induction for teaching, support, administrative, premises and leadership staff. • Establish effective mentoring, coaching and professional support during the first year. • Ensure safeguarding and statutory responsibilities are understood from the outset. • Build a strong sense of belonging, inclusion and wellbeing among new staff. • Introduce regular opportunities for new staff to provide feedback on their induction experience. • Monitor the effectiveness of induction and use feedback to continually improve provision.		• 100% of new staff will complete a structured induction programme. • All new staff will receive essential induction information before or immediately upon starting. • 100% of new staff will receive appropriate safeguarding and statutory training. • All new teaching and support staff will have a named induction lead, mentor or line manager. • New staff will demonstrate increased confidence in understanding: • school expectations and routines;safeguarding procedures;behaviour and attendance systems;curriculum or role requirements; communication systems; relevant policies and procedures. • New staff will understand how to access support and know who to approach when they have questions or concerns. • Staff feedback will demonstrate that induction is consistent, useful and supportive. • New staff will feel welcomed and integrated into the school community. • Leaders will have a clear evidence base to identify and address induction gaps. • The school will have a sustainable induction programme that can be used for future appointments throughout the year.	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Consistent Federation Framework	Review current induction and identify inconsistencies Standard induction framework for all staff	Creation of online booklet (FlipBook) LMM time	Autumn 1 - Audit arrangements in place Autumn 2 - launch whole federation document

	Establish clear responsibilities for SLT, HR and mentors		Spring 1 and 2 - implementation and review Summer 1 and 2 - Evaluation
Feedback and Evaluation	Induction feedback surveys and interviews to identify common gaps or issues Monitor completion of induction Staff retention review	Online survey tools (Google Forms) Leadership time Staff CPD	Throughout the academic year (as new staff are onboarded or off rolled).

Action for Waterside:		**Led and Monitored by:**	
Oracy		L : Leah and Kate M: SLT / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
• Ensure staff are fully trained to deliver phonics and oracy • Voice 21 to be introduced and training given • Voice 21 curriculum to be established and monitored		• Staff confidence in structured oracy • Pupil attainment in oracy and related skills increased and measured • Voice 21 curriculum imbedded and monitored	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Staff fully understand phonics and oracy delivery via Voice 21	• All staff to receive regular and planned CPD in oracy and Voice 21 delivery	Costs have already been covered in training budget (£1,600)	Autumn 2026
Staff at King's Oak to understand pedagogy surrounding oracy and Voice 21	• KS 3 and KS 4 staff to receive an overview and training so that they can implement Voice 21 as an intervention	Key staff from WS to support in training and materials (£2000)	Spring 2027
Monitoring of delivery and progress	• Staff to record improvements in oracy and evaluate any	Additional training to be identified and delivered as part of CPD (£ max 5000)	Summer 2027

	issues to be addressed in Voice 21		

Action for Waterside:		**Led and Monitored by:**	
Spelling and combined literacy		L : SLT M : HoS / Exec Head / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
• Establish a consistent whole-school approach to the teaching and learning of spelling. • Ensure spelling lessons follow a clear progression of knowledge and skills across year groups. • Strengthen pupils' understanding of spelling patterns, phonics, morphology, prefixes, suffixes and common exception words. • Develop pupils' ability to apply spelling rules independently in their everyday writing. • Improve teacher assessment and identification of spelling gaps		• All year groups follow an agreed, progressive spelling curriculum. • Teachers demonstrate increased consistency and confidence in spelling instruction. • Pupils can explain and apply common spelling rules and patterns. • Improved accuracy in spelling within independent writing. • A measurable reduction in the number of pupils with significant spelling gaps. • Improved outcomes in spelling assessments and statutory assessment data where applicable.	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Quality and consistency of teaching	Audit current spelling provision, resources and pupil outcomes across the school. Agree a whole-school spelling progression and common expectations. Introduce consistent spelling routines, including explicit teaching, modelling, practice and application. Provide staff CPD on effective spelling instruction and supporting pupils with persistent spelling difficulties.	Assessment and tracking resources. CPD time and staff training. Dictionaries, word banks and spelling reference materials. Digital spelling resources where appropriate.	Autumn 1: Audit current provision, analyse data and agree whole-school expectations. Autumn 2: Implement agreed spelling approach and provide staff CPD. Spring 1–2: Monitor implementation, review pupil books and assess progress. Summer 1: Target identified gaps and refine provision.

	Build regular opportunities for retrieval and review of previously taught spelling patterns. Use low-stakes assessment to identify gaps and adapt teaching. Develop classroom displays and reference materials to support independent spelling.		Summer 2: Evaluate impact using assessment data, work scrutiny and pupil voice.
Combined stronger reading and writing	Identify high-quality texts and vocabulary appropriate to each year group. Explicitly teach new vocabulary, including meaning, pronunciation, spelling and application. Introduce regular opportunities for pupils to use newly learned vocabulary in speaking and writing. Model effective sentence construction and paragraph development. Make spelling, grammar and punctuation an integral part of writing lessons. Establish consistent proofreading and editing routines across the school. Teach pupils to identify and correct errors independently.	High-quality reading texts and class novels. Vocabulary and writing resources. Model texts and exemplars. Grammar, punctuation and spelling resources. Moderation materials. Intervention programmes/resources. Staff meeting and CPD time	Autumn 1: Establish baseline writing and spelling data; identify priority groups. Autumn 2: Introduce agreed vocabulary, writing and proofreading approaches. Spring 1: Review pupil progress and provide targeted intervention. Spring 2: Conduct work scrutiny and moderation; identify further areas for development. Summer 1: Consolidate approaches and focus on application across the curriculum. Summer 2: Evaluate impact against baseline data and set priorities for 2027–28

	Use shared writing and teacher modelling to demonstrate the writing process. Provide targeted intervention for pupils whose literacy difficulties are limiting their progress. Moderate writing regularly to ensure consistent expectations across classes		
Pupils not at Expected Standard	Analyse assessment data to identify pupils requiring additional support. Establish targeted spelling and literacy intervention groups. Use diagnostic assessment to identify specific gaps. Provide additional practice and overlearning of key spelling patterns and vocabulary. Ensure intervention focuses on transferable skills rather than isolated worksheet completion. Review progress at least termly and adapt provision accordingly. Share strategies with parents/carers to support literacy at home	Diagnostic assessments for baselines and monitoring progress Intervention materials led by TA/HLTA (training budget of £2000) Individual spelling/vocabulary resources. Home-learning resources (Google Classroom)	Autumn 1: Identify target pupils and establish baseline assessments. Autumn 2: Begin targeted interventions and monitor progress. Spring 1–2: Review impact and amend intervention groups. Summer 1: Continue targeted support for pupils requiring further acceleration. Summer 2: Complete final assessment and evaluate progress

Action for Waterside:		Led and Monitored by:	
Mental Health Interventions		L : Leanne and Simon M: SLT / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
Embed emotional wellbeing and positive mental health as a whole-school priority. Develop a consistent approach to supporting pupils' emotional needs across all year groups. Ensure mental health and wellbeing are considered within curriculum planning, pastoral provision and safeguarding. Promote a school culture where pupils feel safe, valued, listened to and able to ask for help. Ensure staff understand their responsibilities in identifying and responding to emerging mental health concerns.		Pupils feel safe, supported and confident that they have trusted adults they can talk to. Staff have increased confidence in recognising and responding to mental health concerns. A clear and consistent whole-school approach is embedded. Concerns are identified earlier and appropriate support is put in place. Parents/carers understand how the school supports children's emotional wellbeing	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Emotional Literacy and Resilience	Deliver a planned programme of wellbeing and mental health education through PSHE/RSE and the wider curriculum. Teach pupils to identify a range of emotions and recognise physical signs of emotional distress. Teach practical self-regulation strategies such as breathing techniques, mindfulness, movement and positive self-talk.	PSHE/wellbeing curriculum resources. Books and stories focused on emotions and resilience. Calm boxes/regulation resources. Visual emotion scales and feelings check-ins. Assemblies and whole-school wellbeing materials. Staff training (£ max 4000)	Autumn 1: Establish baseline pupil wellbeing information. Autumn 2: Introduce consistent emotional literacy and regulation approaches. Spring 1: Review pupil understanding and adapt provision. Spring 2: Develop pupil-led wellbeing initiatives. Summer 1: Reinforce resilience and transition strategies.

	Use stories, discussion, role play and age-appropriate scenarios to explore emotional wellbeing. Build opportunities for pupils to discuss worries with trusted adults. Promote growth mindset, perseverance and positive attitudes towards learning. Provide quiet/calming spaces where appropriate. Develop pupil-led wellbeing activities, assemblies or campaigns. Ensure transition points include support for pupils who may experience increased anxiety.		Summer 2: Evaluate pupil outcomes and identify next steps
Early Identification	Establish clear systems for recording and monitoring wellbeing concerns. Use regular pupil check-ins and observations to identify emerging concerns. Ensure staff understand indicators of anxiety, low mood, emotional dysregulation and other wellbeing concerns. Develop individual wellbeing/support plans where appropriate.	Wellbeing screening/check-in tools where appropriate. Pastoral staff and allocated intervention time. (timetabling) Individual support plans. External agencies and specialist services. Staff training and guidance. Parent/carer information (budget for school training £500)	Autumn 1: Establish identification and monitoring procedures. Autumn 2: Begin targeted support and staff training. Spring 1–2: Review progress of identified pupils. Summer 1: Evaluate intervention impact and amend provision. Summer 2: Review whole-school data and outcomes

	Provide targeted interventions such as mentoring, nurture support or small-group work. Work closely with parents/carers when concerns arise. Refer to appropriate external services where additional specialist support is required. Monitor attendance, behaviour, safeguarding and academic changes alongside wellbeing information. Review support regularly and evaluate whether it is improving outcomes.		
Build Staff Confidence in Delivery	Provide staff CPD on children's mental health, emotional regulation and early identification. Ensure staff know the school's procedures for raising concerns. Provide opportunities for staff to discuss challenging situations and seek support. Signpost staff to appropriate wellbeing resources and support. Monitor workload and consider staff wellbeing when implementing new initiatives. Share effective strategies and good practice across the school.	Staff CPD budget (£ max 6000) External training/providers where appropriate. Staff wellbeing resources. Staff meeting/INSET time. Employee assistance or occupational wellbeing services where available.	Autumn 1–2: Deliver initial staff training and establish support systems. Spring 1: Evaluate staff confidence and identify further training needs. Spring 2–Summer 1: Provide additional CPD and share good practice. Summer 2: Evaluate staff wellbeing provision.

Action for Waterside:		Led and Monitored by:	
BSL		L : Kate and Simon M: HoS / Exec Head / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
Introduce BSL as an inclusive communication skill across the school. Develop staff and pupil awareness of Deaf culture, Deaf identity and the importance of accessible communication. Establish consistent expectations for the use of BSL across classrooms, assemblies and wider school life. Ensure BSL complements, rather than replaces, existing communication and language provision. Develop a sustainable approach that can continue to be embedded beyond 2026–27.t approach to the introduction of BSL		A clear and consistent whole-school approach to BSL is established. Staff and pupils develop positive attitudes towards BSL and Deaf people. BSL becomes a familiar and valued part of school culture. Pupils understand that different communication methods can support inclusion. The school develops sustainable BSL provision for future academic years.	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Staff Confidence and Competence	Provide introductory BSL training for all staff. Prioritise practical, everyday vocabulary relevant to school life. Include greetings, classroom instructions, emotions, numbers, colours, subjects and common school routines. Provide regular opportunities for staff to practise signs with colleagues.	Qualified BSL tutor.(costs are currently covered) Staff CPD budget (£max 3000) BSL dictionaries/resources. Online video resources. Staff practice materials. INSET and staff meeting time.	Autumn 1: Baseline staff confidence and identify training needs. Autumn 2: Deliver introductory BSL training. Spring 1: Continue training and introduce regular practice. Spring 2: Review staff confidence and identify further support. Summer 1: Develop more advanced skills among identified staff.

	Develop short BSL practice activities during staff meetings. Create a shared digital bank of approved learning resources. Identify staff who wish to develop their BSL beyond introductory level. Provide opportunities for staff to work towards recognised BSL qualifications where appropriate. Include BSL expectations within induction for new staff.		Summer 2: Evaluate staff competency and establish training priorities for 2027–28.
Introduce BSL to pupils	Introduce a progressive BSL curriculum across Reception/KS1 and KS2. Teach common signs through short, regular sessions. Begin with greetings, names, feelings, numbers, colours and classroom vocabulary. Progress towards phrases, questions and simple conversations. Incorporate BSL into songs, stories, assemblies and classroom routines. Use BSL during registration, transitions and other appropriate daily routines.	Age-appropriate BSL teaching resources. Qualified tutor/teacher guidance. BSL videos and visual resources. Storybooks incorporating signing. Classroom displays and flashcards. Digital recording/learning resources.	Autumn 2: Introduce introductory signs and establish baseline pupil knowledge. Spring 1: Teach core vocabulary systematically. Spring 2: Develop simple phrases and everyday communication. Summer 1: Introduce pupil leadership/champion opportunities. Summer 2: Celebrate and assess pupils' progress.

	Establish pupil BSL ambassadors/champions. Encourage pupils to teach signs to families. Create opportunities for pupils to demonstrate their BSL skills.		Autumn 2: Begin environmental signage and curriculum links. Spring 1–2: Increase use of BSL across curriculum areas. Summer 1: Develop whole-school BSL celebration/activity. Summer 2: Review impact and identify opportunities for further integration.
Embed BSL	Use BSL signs alongside written labels in classrooms and communal areas. Incorporate BSL into music, PE, PSHE, assemblies and storytelling. Teach signs connected to current curriculum topics. Include BSL in school performances and celebrations where appropriate. Create a BSL display or dedicated area celebrating signing and Deaf awareness. Use BSL during selected whole-school routines. Develop links with Deaf organisations, BSL users or specialist schools where appropriate. Invite Deaf/BSL-using professionals to engage with pupils where possible.	Signage and displays. Curriculum-specific BSL resources. Guest speakers/Deaf professionals. Specialist organisations and community links. Assembly and performance resources.	

Action for King's Oak		Led and Monitored by:	
Adaptive Teaching		L : John / Simon M: HoS / Exec Head / SLT / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
Develop a shared whole-school definition and understanding of adaptive teaching. Move away from excessive reliance on generic differentiation and fixed ability tasks - ensuring adaptation is the key delivery methodology. Ensure teachers use assessment evidence to adapt teaching during lessons. Establish high expectations for all pupils, regardless of starting point. Develop staff confidence in identifying and responding to barriers to learning.		Staff consistently understand what effective adaptive teaching looks like. Lessons provide appropriate support and challenge without unnecessarily lowering expectations. Pupils increasingly recognise that teaching is responsive to their individual needs. Leaders can identify clear evidence of adaptive teaching through lesson visits, work scrutiny and pupil voice	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Consistent understanding of Adaptive Teaching	Deliver whole-school CPD during September 2026. Provide departments with examples of effective adaptive teaching. Agree minimum expectations for checking understanding in lessons. Develop an adaptive teaching checklist for learning walks. Include adaptive teaching as a regular focus in department meetings. Share examples of strong practice through staff briefings and CPD.	Whole-school CPD time. Teaching and Learning Lead. SENDCo and pastoral teams. Example lesson resources. Learning-walk and observation templates. Evidence-informed teaching materials.	Autumn 1 Introduce strategy and shared expectations. Autumn 2 Establish consistency and identify training needs.Feed into LMM Spring 1 Review implementation. Spring 2 Evaluate impact and refine expectations. Summer 1 and 2: Whole-school evaluation and priorities for 2027–28. Autumn 1–2: CPD and baseline review of classroom practice.

Assessment and Understanding	Develop teachers' use of frequent, purposeful checks for understanding at KS3 and KS4. Embed questioning strategies that identify misconceptions and enable teachers to adapt explanations, modelling and tasks. Ensure assessment information is used diagnostically rather than simply to record attainment. Develop departmental approaches to responding to common misconceptions and gaps in knowledge. Focus on effective adaptation during lessons rather than reliance on excessive differentiation or separate tasks for individual pupils.	CPD on questioning, formative assessment and responsive teaching. Department time to develop and moderate diagnostic assessment materials. Sharing of exemplars and effective practice through instructional coaching/peer observation. Use of existing assessment platforms and curriculum resources wherever possible.	Spring 1: Subject review of assessment and questioning strategies. Spring 2–Summer 1: Coaching, monitoring and refinement. Summer 2: Evaluate impact through pupil progress and quality-assurance evidence. Autumn 1: Review provision and identify priority cohorts. Autumn 2–Spring 1: Targeted CPD and implementation. Spring 2: Review classroom practice and pupil response. Summer 1–2: Evaluate impact on progress, independence and engagement.
Improve Adaptive Teaching for SEN	Ensure teachers have a strong understanding of individual barriers to learning without lowering expectations. Improve the use of scaffolding, modelling, chunking, vocabulary instruction and guided practice where appropriate. Strengthen collaboration between classroom teachers, SEND staff and pastoral teams.	SENDCo expertise and external agencies to support. Targeted CPD and departmental SEND briefings. Centrally accessible pupil profiles/strategies and curriculum guidance. Additional coaching/support for identified departments or staff.	

	Ensure reasonable adjustments and effective strategies are consistently reflected in classroom practice. Monitor whether adaptations are enabling pupils to become increasingly independent rather than creating dependency		
Embed Implementation	Establish a clear monitoring cycle using learning walks, work scrutiny, pupil voice and progress information. Evaluate the consistency and quality of adaptive teaching rather than compliance with a particular teaching model. Identify and disseminate strong practice across departments. Use pupil voice to assess whether pupils experience appropriate challenge, support and feedback. Report progress against the priority to governors and SLT at key points during the year.	SLT monitoring time. Existing quality-assurance processes - evaluate their effectiveness with Blink Test, Bingo Books Staff and pupil survey tools. evaluation and sharing practice - release time for individual subjects	Autumn 1: Establish baseline. End of each term: Review implementation and identify next steps. Spring 2: Mid-year impact evaluation. Summer 2: Final evaluation and recommendations for 2027–28.

Action for King's Oak		Led and Monitored by:	
Core Interventions		L : Jim M: HoS / Exec Head / SLT / Governing Board	
Overview of Key Priorities:		**Proposed Outcomes:**	
Establish a consistent, targeted and evidence-informed programme of intervention in English, mathematics and science that identifies pupils at risk of underachievement early, closes gaps in knowledge and skills, and improves progress and outcomes at KS3 and KS4.		Clear and consistent identification of pupils requiring core-subject intervention across KS3 and KS4. Intervention is targeted at specific, diagnosed gaps and linked directly to curriculum expectations. Pupils receiving intervention make stronger progress than comparable pupils not receiving additional support. The attainment gap for disadvantaged pupils and pupils with SEND is reduced. KS3 pupils develop stronger foundational literacy, numeracy and scientific knowledge. KS4 pupils increasingly meet or exceed their expected GCSE outcomes. Intervention attendance and engagement are consistently strong. Departments can demonstrate the impact and cost-effectiveness of intervention through assessment and progress evidence. Ineffective interventions are identified quickly and adapted or discontinued.	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Identification	Establish a consistent process for identifying pupils requiring additional support in English, mathematics and science. Use baseline, formative and summative assessment information to identify specific knowledge and skills gaps - ensuring staff and pupils are	Costings for baselines already covered in annual subscriptions CPD time to ensure that staff are fully aware of the interventions and how to use the information to strengthen their own teaching	Autumn 1: Establish baseline data and identify priority pupils. Autumn 2: Implement first cycle of targeted intervention. Each half term: Review pupil progress and refine intervention groups.

	aware of what the work ahead will entail. Develop clear subject intervention criteria and entry/exit points (when do they need it and when have they achieved the scaffolding to try without) Ensure intervention is linked directly to identified gaps rather than providing generic additional teaching.		Termly: Report impact to SLT and GB as well as in feedback in LMM and staff CPD
Prevent Gaps in KS3	Introduce targeted intervention in literacy, numeracy and scientific knowledge/skills for identified KS3 pupils. Prioritise knowledge, reading fluency, vocabulary, mathematical fluency and scientific literacy. Use short, focused intervention cycles with clearly defined outcomes. Integrate intervention with normal classroom teaching so that pupils can successfully access the curriculum. Establish transition interventions for pupils entering Year 7 with significant gaps in English and mathematics.	Timetabled intervention time reducing the amount of time out of class and ensuring pupils can access classroom teaching Use of baselines and other diagnostic tools (see SENDCo) Staff CPD on delivery and understanding of interventions and data Staff Training / Development of tailored resources (either timetabled to be non teaching to create or purchase some resources - £max 1500)	Autumn 1: Identify Year 7 and wider KS3 priorities. Autumn 1-2: Begin targeted intervention cycles. Spring 1–2: Evaluate impact and adjust provision. Summer 1–2: Evaluate and prepare for transition to Y8 or 9.
Prepare KS4 for Exams	Use GCSE assessment data to identify specific gaps by topic, skill and question type. Introduce targeted intervention programmes for pupils identified as	Subject-specialist teachers and appropriately trained support staff - ensuring that all are on the same page for expectation and the route to achieving the best outcome.	Autumn 1: Baseline analysis and identification of KS4 pupils. Autumn 1-2: Launch targeted intervention programmes.

	being below their expected grades ability. Establish regular review points to determine whether pupils should continue, exit or receive a different form of intervention. Provide additional targeted support for pupils close to key grade boundaries where appropriate. Ensure intervention complements, rather than replaces, high-quality classroom teaching.	Revision and independent-study resources. Timetabled intervention/revision sessions where appropriate. Targeted funding (£ max 5000)	Spring 1: Review mock/assessment data and re-target provision. Spring 2–Summer 1: Intensify targeted intervention and examination preparation. Summer 2: Evaluate impact and identify priorities for the next cohort.
Monitoring Impact	Establish a common intervention register showing pupils, identified gaps, intervention type, frequency and intended outcomes. Monitor attendance, engagement and progress of pupils receiving intervention. Evaluate impact using assessment data, work scrutiny, pupil voice and teacher feedback. Share effective intervention approaches across whole school.	Pupil progress meetings with mentor Use baseline and data tracking to monitor improvement or where alterations are needed	Throughout the year, the processes in place are to be monitored by SLT and then reported back during LMM and CPD.

Action for King's Oak		**Led and Monitored by:**	
Oak Lodge		L : Howard / Meic M : GB / Inclusion	
Overview of Key Priorities:		**Proposed Outcomes:**	
Liaison with Inclusion and SEN to ensure that Oak Lodge is meeting the requirements of the cohorts that cannot be placed by RBG Development of Trauma roles and Mentoring Roles Development of admissions and reintegration criteria		Stable provision for current cohorts that are CME Increased provision for Trauma and Mentoring Clear published pathway for reintegration	
Priority Development:	**Actions:**	**Resourcing and Costs:**	**Timescales:**
Cohort Development Needs	Meetings with SEN and Inclusion to establish priorities and methodologies for entry (panel or otherwise) Discussion around funding and proposed outcomes for individuals	Costings have to increase due to the cohort needs (£max 10,000)	Autumn 1
Trauma and Mentoring	Evaluation of current provision and how to increase Capacity for training in Trauma and Attachment Training for staff to manage new intake	Costings for full Trauma and Attachment is £3,500 per staff member so we will have to establish that training is offered to the right staff	Autumn 1 onwards to Summer 2
Admissions	Meetings with SEN/Inclusion around admissions criteria (already published in 2025/6 document) Annual review of provision offered	None	Autumn 1 onwards