

Visions and Values

Personalisation: Everything we do is individualised for our students.

United: We work together as a team for our students and their families.

Preparing: At Henry Tyndale, education has a focus on preparation for life.

Independence: We encourage and support independence at all levels.

Learning: The foundation of all we do, in a safe, caring and enjoyable environment.

At Henry Tyndale School, the pupil is at the heart of everything we do.



Context

Henry Tyndale School is a school for children who are identified as having severe and/or profound learning needs and expanded its provision across two sites. Increasingly, we have seen a demographic shift of need across our younger cohorts and have a wider range of children presenting with severe and complex needs within the School. We are renting space from FCOT, to use from Sept 23, to support with the delayed expansion at Park and provide our 6th form students with a College orientated experience. We are due to expand (35 pupils) to a further site, Park, in Aldershot in September 24.

Farnborough is situated within the Local Authority of Hampshire.

The school has been recognised as Outstanding across three consecutive inspections. The school has operated with a Co-headship since January 2022.

The building of Henry Tyndale comprises of classrooms, a food tech, a music room and a physio/MOVE room, sensory and sensory integration room, a hydro pool, staff room, offices, school hall and toilets. The outside space includes both hard standing and grassed areas and includes adventure play, sensory garden and pond areas. The Cherrywood building comprises of classrooms, mirrors room, a hall, offices, staffroom and toilets. The outside space comprises of hard standing play areas with some grassed areas around the perimeter.

Most classes are arranged across a range of need and dynamic for optimal learning within a key stage. Each class has a class teacher and at least 5 LSA's dependent on the learning and care needs of each group.

In September 2023, 43% on pupil premium, 31% free school meals, 3 LAC students and 2 students are adopted. 1 student on CP plans, 2 Early Help hub, 3 Looked After (LAC) students, 52 on Hampshire CIN plans, 6 students adult social services – July 2022. The school is made up of students of several ethnic backgrounds, the larger percentages are 67% White British and 10% Other Asian Background.

The school has a very supportive and active Parents Association who is generous in both time and fundraising generation. Parents are encouraged to support school in a variety of ways.

1. Quality of Education including Early years and 6th form

1.1. Support subject leaders to develop an enhanced pedagogical skill and expertise across subject areas

1.2 Review:

- Core curriculum area including the teaching of reading
- Foundation subject areas
- New assessment frameworks against progress and curriculum
- conceptual curriculum pathway and strengthen pedagogical practice

1.3 Develop:

- EYFS curriculum in line with the changing needs of students
- TBO develop professional learning communities
- strategic links with local college to build appropriate pathways for students with complex needs
- Bespoke learning packages for pupils who are regarded as at risk of not finding a placement
- Expansion of the curriculum across multiple sites

1.4 Embed:

- the consistency of communication practice across all Key Stage areas through the Elklan approach
- observation practice that builds trust through a coaching methodology underpinned by research (Trust based observations)

2. Behaviour and attitudes

2.1 Support current wellbeing (pastoral) team in coaching and mentoring staff and families in developing strategies that support higher rates of regulation and the well-being of pupils

2.2 Review:

- Pupil voice across the school identifying and actioning ways to make this a strong feature of our provision.
- Attendance to school and how we provide support to remove barriers to attendance

2.3 Develop:

- internal CPD that strengthens understanding and practice across newer team members around the range of behavioural presentations across school and how to best work alongside these to increase rates of regulation
- Trauma informed practice across the school, achieving trauma informed school status
- Embed PRICE practice across the provision enabling all staff to access therapeutic knowledge and understanding to support pupil regulation

2.4 Embed:

- Lunchtime provision where it has been effective, and revise offer in line with pupil preference and staff skill set

3. Personal Development

3.1 Support subject leaders to have greater presence across school supporting staff to deliver high quality CPD teaching and learning.

3.2 Review:

- PSHE curriculum area and plan for improvements.

3.3 Develop:

- Approaches to developing the meaningfulness of assemblies and our approach to personal social develop for students
- Strong links with colleges to support students for post 19 provisions
- Develop community link opportunities across the school
- Use of safeguarding software to support training needs and to identify trends and link to interventions

3.4 Embed:

4. Leadership and management

4.1 Support early career leaders and the newly established wider leadership team in developing the skill, understanding, knowledge and presence required to ensure a high-quality provision

4.2 Review:

- The leadership structure and succession plan to enable effective expansion – ensuring distributed leadership model is underpinned by high quality support and financial security for the school
- Review workload and wellbeing, collaboratively with staff to find more efficient systems for teaching, learning and assessment
- Staff voice and how this impacts school development
- Safeguarding practice and processes to ensure they are effective as expansion occurs

4.3 Develop:

- Develop site wide communication strategy to enhance communications across all stakeholders across all sites.
- Career pathways responsive to staff career progression needs alongside provision needs
- Meeting formats to support work life balance and efficiency
- Relationship with the LA to identify provision pathways for students who are in not in education settings
- Wider leadership team in developing as leaders through coaching
- Strategic plan for external development of school grounds
- strategic rolling programme for Site management, finances communicated to staff and Gvs.

- the MOVE programme across the whole school environment, aspiring to achieve MOVE Centre of excellence.

4.4 Embed:

- New Performance management frameworks to support effective PM's across all job roles.
- New sites into the HTS way of working, ensuring high quality provision within each
- Effective Governance across expanded sites