



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.

Henry Tyndale School

2022 – 2023 SCHOOL DEVELOPMENT PLAN

MEHAL SHAH & KELLY WILKIE

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 due to expand (36 pupils) to a further site, Park, in September 23.

Farnborough is situated within the Local Authority of Hampshire.

The school has been recognised as Outstanding across two 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 soft playrooms, 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.

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 Providing CPD that develops greater understanding of the neurological differences in teaching and learning

1.3 To review the teaching of reading and skill progress across the school

1.4 Further monitor and moderate new assessment frameworks against progress and curriculum

2. Behaviour and attitudes

2.1 Development of a pastoral team in each key stage to support well being across student, staff and family communities

2.2 Sustain lunchtime provision where it has been effective and revise offer in line with pupil preference and staff skill set.

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.

<p>1.5 Development of EYFS curriculum in line with the changing needs of students</p> <p>1.6 Develop greater range of communication workshops that enable parents to feel more confident in supporting children's learning at home</p> <p>1.7 Expansion of third site to support Henry Tyndale visions and values</p> <p>1.8 Further develop skills for early career middle leaders</p> <p>1.8 i. Develop approach to observations that builds trust through a coaching methodology underpinned by research (Trust based observations)</p> <p>1.9 To work strategically with local college offer to build appropriate pathways for students with complex needs</p> <p>2.0 Review the conceptual curriculum pathway and strengthen pedagogical practice</p>	
<p style="text-align: center;">3. Personal Development</p> <p>3.1 Work more collaboratively within key stages to enhance progress</p> <p>3.2 Embed 'Safer relationships' across all key stages</p> <p>3.3 To introduce CEOP ambassadors to support internet safety skills of pupils and increase families awareness of dangers on the internet and how to manage these.</p>	<p style="text-align: center;">4. Leadership and management</p> <p>4.1 Reviewing and adapting leadership structure to enable effective expansion – ensuring distributed leadership model is underpinned by high quality support</p> <p>4.2 Further developing career pathways in response to staff identifying their career progression needs</p> <p>4.3 Evolve meeting formats to support work life balance and efficiency</p> <p>4.4 Review workload, collaboratively with teachers to find more efficient systems for teaching, learning and assessment</p> <p>4.5 Work with LA to identify provision pathways for students who are in not in education settings</p>

	4.6 In developing the third site, develop site wide communication strategy to enhance communications across all stakeholders.
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1. Quality of education including EYFS and 6 th Form		Lead:	REVIEW MEETINGS: Leaders			Governors:	
Objective	Milestones	Who?	Sept Oct Nov Dec	Jan Feb Mar Apr	May Jun Jul	Outcomes	
1.1 Support subject leaders to develop an enhanced pedagogical skill and expertise across subject areas	Meet with staff regularly to monitor progress, adapt and review plans	SLT				<ul style="list-style-type: none"> • Sept-Dec 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 • Jan – Apr 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 • May -July 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 	
	Full subject reviews of all core subject areas	Subject leads					
	CPD to support subject knowledge and skills (English-phonics, maths)	SLT & Subject leads					
	Subject leaders to develop high quality resources and planning to support subject areas	Subject leads					
	Research informed subject area policies have been developed and are understood by all staff.	Subject leads					
	Evaluate impact of provision to evidence success and areas to further develop	Subject leads					
1.2 Providing CPD that develops greater	Termly CPD program to support training	SLT					

understanding of the neurological differences in teaching and learning	Review of IBMP's to support positive behaviour strategies which supports neurological differences	Tina & Class teachers				
	Pastoral team to support strategies for positive social interactions	Kelly & Mehal				
1.3 To review the teaching of reading and skill progress across the school	Full subject review for Reading and Phonics	Kayleigh & Katrice				
	Develop on-going training and support for all staff	Mehal				
	Monitor the use of the system and create policy and protocols around its use and expectations around uploading evidence ensuring that all staff are consulted with.	Kayleigh & Katrice				
	Evaluate impact of input (Learning journeys, assessment frameworks, pupil progress meetings)	Mehal & Kelly				
1.4 Further monitor and moderate new assessment	Evaluate the impact of subject review in teaching and learning	Mehal & Anna				

frameworks against progress and curriculum	Evaluate impact of assessment frameworks in all pathways	Mehal & Anna				
	Work with the assistant head to update and implement the assessment and monitoring cycle, analysing and evidencing the impact of changes made to frameworks	Mehal				
1.5 Development of EYFS curriculum in line of the changing needs of students	Key stage leaders to meet to develop new long term curriculum maps	Subject leads				
	Termly meetings with key stage leaders to ensure continuity and progression of new curriculum	SLT & Subject leads				
	Moderate new curriculum against assessment frameworks	Mehal & Anna				
	Monitor the impact of the curriculum offer to evidence impact on pupil outcomes and skills.	Mehal & Kelly				
1.6 Develop greater range of communication	Audit of parent needs and support	Kelly & Tina				














workshops that enable parents to feel more confident in supporting children's learning at home	Develop workshops for parents – termly communication training, newsletters, videos	Tina & Tracey				
	Work closely with pastoral team in supporting communication at home from EY.	Kelly & Tina				
	Evaluate impact of support	Kelly & Tina				
1.7 Expansion of third site to support Henry Tyndale visions and values	Develop business plan for expansion	Kelly & Helen				
	Work with Park Head teacher, LA officers, councillors and other stakeholders to ensure the smooth transition to new site	Kelly, Anna & Helen B				
	Work closely with contractors to ensure the efficient use of expenditure and design	Kelly				
	Develop recruitment strategy to enable the correct levels of staffing and training that enable the HTS culture to be embedded.	Kelly				
1.8 Further develop skills for an early career middle leader	Weekly coaching and mentoring meetings by co head	Mehal, Kelly & Richard				
	Develop CPD career pathway and opportunities to	Mehal & Kelly				

1.8 (i) Develop approach to observations that builds trust through a coaching methodology underpinned by research (Trust based observations)	support middle leader development				
	Develop a graded approach to support teaching, learning, managing teams, curriculum development, evidence for impact of changes	Mehal			
	Explore and decide on alternative methodologies of observing staff to enhance pedagogical practice	Kelly & Mehal	OBJ	OBJ	OBJ
	Implement training and practice for observation practice	Kelly & Mehal	OBJ	OBJ	OBJ
1.9 To work strategically with local college offer to build appropriate pathways for students with complex needs	Visit feeder offers to facilitate transition and opportunity	Mehal			
	Work with local colleges supporting curriculum to bridge the gap for student transition	Mehal			
	Host transition days to support parents with post 19 transition opportunities and to build network with local offer	Mehal			
	Work with local colleges to look strategically at YR 11 intake to support pupil numbers	Mehal			

<p>2.0 Review the conceptual pathway and strengthen pedagogical practice.</p>	<p>Scrutinise planning and practice across school, identifying areas for development.</p>	Jess				
	<p>Work alongside practitioners to develop and deliver coaching that supports the strengthening of practice across the school.</p>	Jess				
	<p>Identify areas of strength and ensure that these are shared across the team.</p>	Jess				

2. Behaviour & attitudes		Lead:	REVIEW MEETINGS: Leaders:			Governors:	Outcomes
Objective	Milestones	Who?	Sept Oct Nov Dec	Jan Feb Mar Apr	May Jun Jul		
2.1 Development of a pastoral team in each key stage to support well being across student, staff and family communities	Complete a pilot provision focusing on parent support, pupil interactions and identified students	Kelly				<ul style="list-style-type: none"> • Sept-Dec <ul style="list-style-type: none"> 2.1 2.2 • Jan – Apr <ul style="list-style-type: none"> 2.1 2.2 • May -July <ul style="list-style-type: none"> 2.1 2.2 	
	Complete pilot of provision with identified classes and review effectiveness of program.	Kelly					
	Evaluate impact of pilot to gradually extend offer	Kelly					
2.2 Sustain lunchtime provision where it has been effective and revise offer in line with pupil preference and staff skill set.	To analyse the effectiveness of lunchtimes at engaging pupils and adapt approaches where needed working with learning mentors to create a strategy for lunchtimes that supports high engagement of pupils at these times.	Tina					
	Ensure that staff are confident within their new roles and promoting positive professional relationships with their peers.	Mehal					
2.3 Develop internal CPD that strengthens	Audit staff skill set and identify gaps/areas in need	Mehal				<ul style="list-style-type: none"> • 	

At review: Red - Delayed Amber – Slower than expected progress Green – On track

<p>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.</p>	<p>of further development </p>					
	<p> Development CPD beyond induction to support newer staff members acquiring the skills needed in the classroom. </p>					<ul style="list-style-type: none"> 
	<p> Review training provisions and gain feedback on the implementation of developed CPD </p>					<ul style="list-style-type: none"> 

3. Personal development		Lead:	REVIEW MEETINGS: Leaders:			Governors:
Objective	Milestones	Who?	Sept Oct Nov Dec	Jan Feb Mar Apr	May Jun Jul	Outcomes
3.1. Work more collaboratively with in key stages to enhance progress	For a collaborative approach to teaching and learning to be developed across the key stages which enables staff to meet regularly to plan for effective activities which supports curriculum and workload	SLT & KS leads				<ul style="list-style-type: none"> • Sept-Dec 3.1 3.2 • Jan – Apr 3.1 3.2 • May -July 3.1 3.2
	Work with middle leaders to support a most cohesive approach to teaching in learning with in departments	Mehal				
	Middle leaders to evaluate impact of collaborative approach to teaching and learning	KS leads				
3.2 Embed 'Safer relationships' across all key stages	Support teacher to deliver training alongside trained LSA.	Mehal & James				
	Develop ongoing updates sessions to be incorporated into Staff development meetings					

	Support and promote the 'safer relationships' in ensuring that high levels of safety is assured for our children.					
	Complete pilot of provision with identified classes and review effectiveness of program.					
	Online safety training and support for pupils					

4. Leadership & Management		Lead:	REVIEW MEETINGS:			Leaders:	Governors:
Objective	Milestones	Who?	Sept Oct Nov Dec	Jan Feb Mar Apr	May Jun Jul	Outcomes	
4.1 Reviewing and adapting leadership structure to enable effective expansion – ensuring distributed leadership model is underpinned by high quality support	Implement and monitor impact on new roles on capacity, quality of provision and budget.	Kelly & Helen				<ul style="list-style-type: none"> • Sept-Dec 4.1 4.2 4.3 4.4 	
	Review of pilot roles and impact on structure and standard						<ul style="list-style-type: none"> 4.5 4.6 • Jan – Apr 4.1 4.2
	Recruitment to permanent positions with in admin team to support restructure	Mehal & Kelly				<ul style="list-style-type: none"> 4.3 4.4 4.5 4.6 	
	Meeting schedules and CPD to support distributed leadership model.	Kelly & Mehal				<ul style="list-style-type: none"> • May -July 4.1 4.2 4.3 4.4 4.5 4.6 	
	Provide middle, senior and existing leaders and those with emerging leadership skills access to NPQML and/or apprenticeship routes to support their development.	Mehal					
4.2 Further developing career pathways in	Collaborate on creating action plans in each area to support staff development.	Kelly					

response to staff identifying their career progression needs	Develop internal CPD routes, that enable LSA's to develop shared specialist knowledge in areas of interest delivered by internal staff.	Mehal & Kelly				
	Further develop 'Blue Sky' to support career progression for LSA	Mehal				
	Create a IPP cycle to support using 'Blue Sky' to support staff career progression	Mehal				
4.3 Evolve meeting formats to support work life balance and efficiency	Create a whole year schedule to support monitoring, evaluation cycle which enables clear expectations and allows for better work life balance and efficiency	Kelly				
	Collect evidence as part of the monitoring cycle	Mehal & Kelly				
4.4 Review workload, collaboratively with teachers to find more efficient systems for teaching, learning and assessment	Review workload challenges and current methods of minimising these.	Kelly				
	Create forum for feedback on ways to develop processes further.	Mehal & Kelly				
	Identify staff who can support students	Kelly & Mehal				

	and be part of the pastoral team					
4.6 In developing the third site, develop site wide communication strategy to enhance communications across all stakeholders.	Create a business plan to support expansion of third site	Kelly & Helen				
	Work with key stage lead in identifying students and supporting parents for site opening September 2023	Kelly & Anna				