



Chadsgrove

School Development Plan

2025-2026



Strengthening our Community through Excellence in Education



CHADSGROVE SCHOOL

Key Principles of our Vision

Chadsgrove Song...

*Chadsgrove's a community
We all achieve success
Chadsgrove's a community
We all achieve success
Working hard and having fun
That's what we do best!
That's what we do best!*

*Happy faces, lots of laughter
Talking, signing; communicate
Walking, rolling, side by side
Our differences, we celebrate*

*Targeting independence
We can fly. Feeling free
Skills for life. Confidence
Be the best that we can be*

Written by Chadsgrove School
pupils



Our School Values...



'Strengthening our Community through Excellence in Education'

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SCHOOL AIMS

Achievement and Standards

- To offer a broad, balanced and relevant curriculum that meets the needs of all pupils, statutory requirements and allows for flexible approaches to learning
- To maximise an individual's potential in mobility, physical abilities, communication skills, sensory capabilities and personal independence
- To prepare pupils to make the best possible progress when they leave Chadsgrove

Technology and Innovation

- To maximise the use of technology in order to improve learning outcomes for pupils

Professional Development and Research

- To enable all staff to fulfil their roles as effectively as possible by accessing relevant and appropriate training including online/remote CPD
- To promote the use of research in order to develop staff expertise and maximise learning opportunities for the pupils and young people at Chadsgrove

Training School

- To provide a range of professional development and support services in education, to ensure the best possible outcomes for children and young people
- To ensure the smooth running of the ITT programme including remote provision

Quality of Provision

- To provide a welcoming environment and stimulating educational opportunities which promote effective learning and enables pupils to experience a sense of fun and achievement

Specialist Provision

- To use specialist activities and resources as well as expertise in staffing, as a vehicle for improving pupil achievement, self-esteem and self confidence

Outreach/School to School Support Services

- To provide appropriate levels of support for pupils with physical disabilities, their parent carers and school staff to achieve successful, inclusive education
- To offer advice, training and equipment, to help maintain access to a full curriculum
- To assist with all aspects of planning and implementing access for pupils with limited mobility, including building modifications
- To provide school to school support on request (in addition to WCF PD Outreach Service) for children with SEND in both mainstream and specialist settings

Families

- To liaise with and support parent carers and families as essential partners of the school

Community

- To foster the positive mental health and social, emotional and moral development of all pupils, thus enabling them to take their place in society as mature and responsible adults
- To promote the school's involvement in the community as far as is possible
- To maintain effective co-operation and communication with the school's trans-disciplinary team
- To prioritise the mental wellbeing of staff across the school and within our extended services
- To empower pupils with the skills and confidence to challenge inequality in society

We will strive to ensure our pupils will:

- Be safe, healthy and happy
- Enjoy learning and achieve success
- Be able to contribute to their school and society
- Be prepared for a life in the 21st Century

- 6.1 Ensure leaders at all levels are strong and strive for excellence
- 6.2 Through successful collaboration with our Academy schools, and utilisation of their knowledge and expertise, further enhance self-evaluation across school
- 6.3 Implement a development plan for the leadership of the PGCE SEND programme. Ensure continued high quality provision, succession planning and a model for growth

Leadership & Governance

Curriculum and Teaching

- 1.1 Establish a positive writing culture, develop a well-sequenced curriculum and ensure that teachers are confident in teaching writing
- 1.2 Explore and review how life skills is delivered throughout each Curriculum Pathway
- 1.3 Strengthen the delivery of National Curriculum Maths so that all pupils make exceptional progress from their starting points
- 1.4 Develop teaching and learning within the new Explorers Curriculum Pathway

- 5.1 Maximise opportunities and learning outcomes for pupils through meaningful integration activities and further enhancement of teaching and learning resources

Inclusion

Achievement

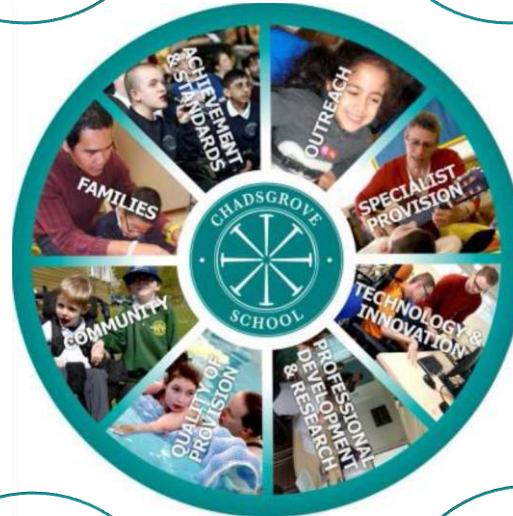
- 2.1 Ensure all teachers of National Curriculum subjects are using SOLAR Assessments to accurately demonstrate pupil progress
- 2.2 Further enhance celebrations of achievement and progress

- 4.1 Continue to foster a positive culture across the whole school to support staff, pupils and families to manage their wellbeing
- 4.2 Develop staff confidence in the effective use of school electronic recording systems, to further enhance safeguarding procedures

Personal Development and Wellbeing

Attendance and Behaviour

- 3.1 Review policies and procedures for physical intervention and behaviour management, working collaboratively with Academy schools to strengthen practice
- 3.2 Embed systems for supporting pupils who are absent from education and ensure timely and safe transitions back into school



1. Curriculum and Teaching

1.1 Establish a positive writing culture, develop a well-sequenced curriculum and ensure that teachers are confident in teaching writing

Monitor emergent and early writing progression through teacher assessments, learning walks, and work scrutiny to ensure consistency and targeted support

Research and decide upon an appropriate scheme to support the teaching of early and emergent writing

Plan and prepare the new writing scheme ready for implementation in September 2026

Deliver training to teachers during the Summer Term to ensure all staff understand the new scheme and can confidently deliver this, both in English and cross-curricular subjects

1.2 Explore and review how life skills is delivered throughout each Curriculum Pathway

Monitor and evaluate Post-16 use of the Life Skills Room, Common Room, and Study Planners, gathering student and staff feedback to demonstrate impact on students' independence and preparation for adulthood

Working with our Forest School leads, support classes to complete a project which promotes sustainable food sources and local wildlife habitats

Monitor and evaluate the offsite visits offer for each Pathway to gain a better understanding of the impact in their delivery of life skills

Create a Long Term Plan for our Residentials offer to ensure all Pathways and age groups are offered appropriate opportunities

Monitor evidence of life skills being incorporated into PSHCE lessons as part of monitoring and work scrutiny

Capture, analyse and report on how life skills are taught in each subject and Pathway to ensure sequential learning

In Discoverers 3, make use of sensory stories and role play to support pupils to develop an understanding of social roles and everyday activities, by engaging with scenarios such as visiting a café, going to the doctor, or shopping

Explore the development of the curriculum in the Navigators Pathway

1.3 Strengthen the delivery of National Curriculum Maths so that all pupils make exceptional progress from their starting points
Lead Maths interventions for identified pupils, tracking progress termly
Raise the profile of Maths with a whole-school themed Maths Focus Day (Pirate Maths)
Raise parent carer participation in home-based Maths tasks by providing clear guidance and regular communication to encourage and support families in engaging with their child's learning at home
Analyse Maths provision to identify strengths and areas for improvement, focusing on curriculum intent, implementation, and impact across key stages
Provide targeted staff training in response to findings from Maths monitoring, ensuring consistency and strengthening areas identified for improvement
1.4 Develop teaching and learning within the new Explorers Curriculum Pathway
Identify schools with a similar Pathway to Explorers so that Teachers can visit, in order to collaborate and share best practice
Undertake Lesson observations and share feedback
Conduct termly monitoring activities within Explorers Pathway, sharing feedback with Teachers, leading to high quality teaching and learning outcomes
Support ECT to develop understanding and implementation of Explorers Curriculum and assessment strategy
Meet as a team to discuss assessment across the Pathway, ensuring a consistent approach and meaningful strategies
Develop teaching and learning within curriculum enrichment opportunities in the Explorers Pathway
Introduce clear strategy to identify which pupils are most suited to following the Explorers Pathway to meet their learning needs

2. Achievement

2.1 Ensure all Teachers of National Curriculum subjects are using SOLAR Assessments to accurately demonstrate pupil progress

Explore and refine Computing SOLAR P Steps in selected classes, gathering staff and pupil feedback

Monitor and evaluate the use of SOLAR for Maths to ensure pupil progress is consistently tracked and evidence is up to date

Creative Arts Lead to attend training at Trinity College London and explore the use of SOLAR for Music Assessments

Introduce 'Assessment Weeks' in Navigators and Pioneers Pathways each term in English and Maths, enabling a period of time for Teachers to ensure that judgements are accurate

Embed Moderation of National Curriculum subjects with a focus on P Steps

2.2 Further enhance celebrations of achievement and progress

Further enhance celebrations of achievement and progress in Maths by launching a school-wide Maths Bake Challenge, recognising pupil participation at home through certificates and prizes, and sharing successes with parent carers

Launch half-termly Maths Star Awards to recognise and celebrate pupil achievement, effort, and progress, with certificates presented in assemblies and achievements shared with families

Recognise students' participation in Young Enterprise by giving certificates at the end of the year for their participation and achievement

Enhance celebration of achievement and progress in Art through an Art exhibition in the Summer Term

Share and celebrate positive feedback from students and volunteers with the wider school

Refresh the annual 'Thank You' event in school

Plan and deliver a whole school event to celebrate the school's 50th birthday

Introduce SLT Awards for pupils

3. Attendance and Behaviour

3.1 Review policies and procedures for physical intervention and behaviour management, working collaboratively with Academy schools to strengthen practice

Review the Pupil Behaviour and Anti-Bullying Policy and the Restrictive Intervention Policy, to include new reasonable force guidance, September 2025

Liaise with Academy schools in order to plan an appropriate physical intervention training programme for identified staff

Set up and embed a second Sensory Circuit group

Establish structured opportunities for Head/Deputy Pupils, Prefects, School Council, and Learning Detectives to review and provide feedback on the school's current behaviour strategies and procedures

4. Personal Development and Wellbeing

4.1 Continue to foster a positive culture across the whole school to support staff, pupils and families to manage their wellbeing

Deliver 'Step Back For Independence' training to the whole school in the Spring Term

Ensure that the Sensory Garden area is maintained, and encourage its use for mindfulness and curriculum activities, whilst also providing an environment for local wildlife to thrive

Provide an outdoor sensory Forest School environment to foster calmness, confidence, and emotional regulation through connection with natural elements

Explore the possibility of becoming a Trauma Informed School. Investigate the opportunities for training at least one member of staff and how dissemination of the training might be implemented

Provide training for the Wellbeing Team. Explore if the Mental Health First Aid Award is the most appropriate training, or an alternative if not

Develop a 'safe space' for pupils to go when they are dysregulated – Sensory Sanctuary

Empower pupil representatives (Head/Deputy Pupils, Prefects, School Council and Learning Detectives) to contribute to the development, promotion, and review of whole-school wellbeing initiatives, ensuring their voice helps shape a supportive, inclusive environment

Run a lunchtime Ceramics Club to create a new permanent project in the Sensory Garden

Offer optional staff wellbeing and social events

Develop ways of sharing resources to reduce staff workload and share best practice

Raise awareness of the importance of physical movement amongst staff and pupils and ensure opportunities for this are well utilised throughout the school day

Increase pupil supervision across school over the lunchtime period, enhancing learning opportunities at this time

Further develop school systems to enable TAs to increase educational support in classrooms through reducing time required for medical/physical interventions

5. Inclusion

5.1 Maximise opportunities and learning outcomes for pupils through meaningful integration activities and further enhancement of teaching and learning resources

Enable students to compete on the 'Teams Programme' through Young Enterprise, where they will interact and be in competition with a variety of different colleges and schools in Worcestershire

Encourage pupils' participation in a range of activities including employer encounters and visits to Life Beyond School events, colleges, travel training etc.

Further enhance integration opportunities with Bromsgrove School

Share a monthly email with staff, which promotes British Values across our school

Ensure all pupils have the opportunity to take part in a Multi-Faith and Culture Curriculum Day for 2025-26

Engage parent carers through a range of family events to raise understanding of inclusion for all

Facilitate a professional development session for Discoverers Pathway Teachers on the 'Creating a Literacy-Rich Sensory Curriculum' approach.

Use our Artsmark journey as a catalyst for partnership with other schools in the Aequalis Trust, including shared creative arts projects, staff training exchanges and joint enrichment days, in order to help build sustainable, creative networks across settings

Remodel the Adventure Playground to make it accessible and appropriate for all pupils to develop opportunities for play and physical activities

Ensure continued opportunities for pupils to mix across Pathways, such as through Curriculum Days and Wellbeing events

Increase staff confidence to adapt timetables to enhance learning outcomes

Ensure all staff use inclusive language during whole school activities/events

Further enhance the participation of pupils with a Visual Impairment by delivering Visual Phonics session for teachers

6. Leadership and Governance

6.1 Ensure leaders at all levels are strong and strive for excellence

Review current staff induction procedures and implement a new robust system across school

New Pathway Lead to further develop moderation across the Discoverers Pathway to ensure that this is a consistent and meaningful system that enhances assessment accuracy

Support Subject Leaders to access subject specialist support/training to further enhance learning outcomes

Create and implement a Climate Action Plan

Develop staff confidence at all levels to manage difficult situations/conversations

Support and develop members of the Senior Leadership Team, who are either new to SLT or new to their role

Support and empower leaders at all levels to be confident and effective with managing their teams across school

6.2 Through successful collaboration with our Academy schools, and utilisation of their knowledge and expertise, further enhance self-evaluation across school

Organise visits to meet with Maths Leads from other Academy schools to share expertise, review practice, and identify strategies to further enhance Maths provision and self-evaluation

Collaborate with Academy schools in order to better understand their Drama curriculums, delivery and assessment

Work with Academy school Headteachers, sharing SDPs and supporting each other with self-evaluation

Work with Academy schools to develop a shared approach to Professional Growth

6.3 Implement a development plan for the leadership of the PGCE SEND programme. Ensure continued high quality provision, succession planning and a model for growth
Agree the best model for future leadership of the PGCE SEND programme
Raise awareness of the role of the PGCE SEND programme leader
Complete a recruitment campaign to appoint new PGCE SEND programme leaders
Implement a plan to support the new PGCE SEND programme leaders to be ready to successfully and confidently start their role in September 2026