

Year 2 Action Plans 2026 – 27



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SCHOOL DEVELOPMENT PLAN 2026-2027

School Development Plan targets



**NURTURE
COMMITMENT
COMMUNITY**

Overall Evaluation of SDP 2025-26

Year 1 has established strong foundations for the remaining two years of the School Development Plan. The most significant achievements were the transformation of leadership structures, record Year 8 enrolment, implementation of the whole-school teaching and learning framework, strengthened pastoral and inclusion systems, and the use of strategic restructuring to increase capacity without equivalent staffing growth.

Matters requiring continued oversight

- The trajectory of the deficit and delivery of income-generation and cost-control measures.
- The impact of increased enrolment on staffing, accommodation, SEN provision and financial sustainability.
- Consistency in teaching, assessment, behaviour management and the use of pupil-progress data.
- Attendance and attainment gaps affecting FSM and SEND pupils.
- The measurable impact of professional learning on classroom practice and pupil outcomes.
- The viability, demand and evidence base for curriculum expansion and future post-16 provision.

Strategic Priorities:

1. Improve financial sustainability and reduce the rate of rising deficit
2. Increase Year 8 enrolment from 80 to 118 pupils (including 12 statemented children).
3. Planning, teaching & assessment for successful learning.
4. Enhance pastoral care, to improve equity, inclusion, and diversity.
5. Strengthen staff development, leadership, and wellbeing.
6. Expand curriculum to ensure post-16 pathways.
7. Build deeper engagement with parents, feeder schools, and the community.

	2025 - 26					2026 - 27				
	Whole School	FSM	SEN stage 3	Boys	Girls	Whole School	FSM	SEN stage 3	Boys	Girls
Attendance	89% (87%)	86% (84%)	81% (87%)			88%	84%	85%		
English	77.9% (82%)	70.8% (75%)	60% (53%)			77%	68%	44%		
Maths	67% (72%)	54% (55%)	60% (67%)			84%	84%	33%		
Achieving both English & Maths	63.% (62%)	42%	40%			74%	64%	33%	71%	75%
5 or more GCSEs A* - C	93% (92%)	31%	60%			91%	88%	67%	80%	50%
5 or more GCSEs A* - C Inc Eng / Math	63% (62%)	41%	20%			74%	64%	33%	20%	50%

SDP 2026-2027

PRIORITY AREAS OF FOCUS



The following three priorities and subsequent key actions, are a summary of our School Development Plan and outline how we are delivering on our shared vision and core values at Nendrum College.

PRIORITY 1: Planning, Teaching and Assessment for Successful Learning

1. Pedagogy & Assessment

- Embed the 'Teaching and Learning at Nendrum Framework' with a sharper focus on:
 - Prompt Way-In starter task
 - Way-Through structure that increases pupil cognitive engagement
 - Checking for understanding
 - Purposeful Way-Out/plenary tasks

- Ensure underachievement identified at departmental level is communicated clearly to Subject Leaders, Pastoral Leaders and SLT.
- Develop a consistent approach to recording interventions and measuring impact.

2. Review homework expectations

- Develop a functional homework policy, recognising staff concerns about inconsistency, workload, AI use and variable pupil completion.

4. Launch 'Nendrum Professional Learning Community'

- Embed evidence based TPL.

3. Strengthen assessment, tracking and early intervention

- Review assessment points across the year to inform meaningful intervention.

5. Inspection ready

- Prepare departments for inspection through normal school improvement. Provide each department with a simple inspection-readiness checklist covering: schemes of work, departmental action plans/evaluations, intervention evidence and use of data.

PRIORITY 2: Health, Wellbeing and Behaviour

1. Consistent behaviour approach

- Introduce a graduated behaviour framework (clear and consistent). Develop and publish a simple, visual 'Behaviour Pathway' for all staff.

- Communicate clearly with parents that the school is actively discouraging the purchase or use of smartphones for Year 8 pupils.
- Emphasise safeguarding benefits, reduced social media exposure, and improved focus, behaviour and wellbeing.

2. Continue to improve attendance and re-engagement

- Build on the Attendance Officer role and early intervention strategies already identified in SDP.
- Ensure attendance concerns are linked to pastoral, SEN and curriculum support.
- Review pupils on reduced or special timetables to ensure learning time is protected wherever possible.

4. Strengthen staff wellbeing and workload management

- Re-establish/formalise a staff wellbeing/staff voice group.
- Review directed time, assessment weeks, reporting deadlines and portfolio subject pressures.
- Build in protected time for departmental planning, moderation, controlled assessment and inspection preparation where possible.
- Review whole school communication and timing of communication.

3. Introduce a 'Brick Phone' Policy for Year 8

- Launch a Year 8 pilot promoting the use of basic mobile phones ('brick phones') rather than smartphones.

PRIORITY 3: Equity, Diversity and Inclusion

1. Strengthen nurture and pastoral support and build on current work by:

- Rebranding and expanding the nurture space provision.
- Clearly defining referral pathways and purpose.
- Linking nurture support to attendance, behaviour and SEN.
- Track impact of interventions (entry - support - reintegration).

2. Introduce a Nendrum Honours System, a structured and prestigious recognition system aligned to school values

- Categories could include: academic excellence, extra-curricular contribution, attendance excellence, and community and leadership.

3. Refine the rewards system

- Review the current Merits/House points system to ensure it is fair, transparent and easy for staff to use.
- Provide clear guidance on how many points should be awarded for different achievements.
- Broaden how success is celebrated.
- Create a clearer identity for each House through assemblies, House badges/ties.

4. Establish a coherent whole-school pupil voice framework including Student Council and focus groups

- Publish a pupil voice calendar (when and how).
- Develop staff capacity to use pupil voice effectively.
- Embed pupil voice in teaching and learning.

Departmental Baseline

The Year 1 evaluation demonstrates that Nendrum College enters Year 2 of its School Development Plan with strong strategic foundations established across teaching and learning, assessment, behaviour, attendance, inclusion, wellbeing and leadership. A range of frameworks, systems and professional learning opportunities have been introduced. The key priority for 2026–27 is therefore to move from development and implementation towards greater consistency, rigorous evaluation and measurable impact on pupil experiences and outcomes.

Across Planning, Teaching and Assessment, the Teaching and Learning at Nendrum Framework provides a common foundation for classroom practice. Year 2 will focus on embedding Way In, Way Through and Way Out, strengthening assessment and tracking, improving the use of data and intervention, and ensuring professional learning translates into consistent classroom practice. Particular attention will be given to monitoring outcomes and reducing gaps for FSM and SEND pupils.

Within Health, Wellbeing and Behaviour, established pastoral and behaviour structures require greater consistency of implementation. Attendance remains a significant improvement priority, with the SDP identifying a whole-school baseline of 87.7%. The focus will be on earlier intervention, reducing persistent absence, strengthening targeted and multi-agency support, and using behaviour and attendance information more effectively to identify need and evaluate impact. Leadership capacity will also be strengthened through targeted development and increased distributed leadership opportunities.

Within Equity, Diversity and Inclusion, the College has established Nurture, Commitment and Community as its core values alongside strengthened pupil leadership, enrichment, Learning Support and nurture provision. The next stage is to embed these consistently across College life and ensure that interventions and additional support are matched to identified need and evaluated systematically. Further priorities include strengthening PLPs and inclusive classroom practice, developing pupil voice and leadership, and creating more consistent and equitable approaches to rewards, recognition and achievement.

Overall, the baseline for 2026–27 is one of established foundations with a clear need to secure consistency and demonstrate impact. Year 2 will therefore focus on embedding agreed practice, strengthening quality assurance, using evidence more effectively, reducing variability and ensuring that improvement activity results in measurable gains in learning, attendance, behaviour, inclusion, engagement and pupil outcomes.

Priority 1: Planning, Teaching and Assessment for Successful Learning

Success Criteria	Priorities & Actions to bring about Improvement	Timescale	Resources / Costs	Responsible
- At least 85% of pupils report positive engagement in most lessons and at least 75% report appropriate challenge. - At least 90% of pupils understand EMBRACE expectations and at least 80% report consistent reinforcement. - Learning walks and PRSD evidence demonstrate consistent implementation of Way In, Way Through and Way Out.	Priority: To secure consistently high-quality teaching and learning across all departments through the embedding of the Teaching and Learning at Nendrum Framework, resulting in improved pupil engagement, challenge, independence, resilience and progress. - Relaunch the Teaching and Learning at Nendrum Framework; clarify non-negotiable expectations and the Year 2 focus on Way Through and Way Out. - Reinforce EMBRACE during induction, assemblies, form time and parental communication; sample pupil understanding termly. - Departments select, implement and evaluate evidence-informed participation, questioning, modelling and adaptive-teaching strategies.	August Termly T1-T2	SDD Time Ext Reg programme Directed Time / InnerDrive	SL P&A SL P&A SL P&A / Subject Leads

• Every department evaluates agreed Way Through and Way Out strategies and shares effective practice. • Pupil voice demonstrates reduced variation in the quality of teaching and learning across subjects. • 100% of classes have an active Google Classroom meeting agreed minimum expectations. • Pupils receiving targeted literacy, numeracy, SEND or examination support demonstrate measurable progress against identified baselines. • Successful migration of assessment, tracking and reporting processes to BromCom with accurate, accessible data. • A robust KS3 tracking and target-setting model is agreed, piloted and evaluated using attainment, standardised and pastoral information. • 100% of departments complete termly attainment, intervention and pupil-group reviews. • Tracking assessments meet agreed standards for validity, progression, accessibility and curriculum alignment. • Formative assessment strategies are routinely evident in classroom practice and pupil feedback. • Interventions are evaluated using entry/exit data, participation, impact and value for money.	• Provide TPL and departmental planning on checking for understanding, retrieval, exit tasks and responsive teaching. • Complete termly learning walks, pupil pursuits, pupil voice and focused work scrutiny; identify strengths, inconsistency and support needs. • Review the purpose, workload and impact of homework; trial evidence-informed approaches centred on retrieval, revision and independent learning. • Use TransformED to develop safe, purposeful teacher use of digital and generative AI tools; share resources and evaluate pupil benefit. • Provide parents with accessible revision, study, knowledge-organiser and examination guidance. • Use data to implement small-group, one-to-one, revision, literacy, numeracy and SEND interventions with entry and exit measures. Priority: To establish a coherent, consistent and evidence-informed assessment system that enables accurate tracking, timely intervention and improved outcomes for all pupils, particularly FSM and SEND learners. • Migrate assessment data, marksheets, reporting templates and required workflows from SIMS; validate accuracy and provide role-specific training. • Refine KS3 tracking so that judgements draw on robust internal assessment, standardised data and relevant pastoral information. • Use the TransformED data-informed practice group and external benchmarking to design, pilot and evaluate meaningful individual target setting. • Require departments to review outcomes, pupil groups, underachievement and intervention impact after each assessment cycle. • Provide Pastoral Leads with timely progress information to support workload, attendance and underachievement interventions. • Use Subject Leads to deliver TPL on checking for understanding; staff trial and evaluate questioning, mini-whiteboards, retrieval, peer/self-assessment and exit tasks. • Agree whole-school principles for feedback and departmental criteria, avoiding unnecessary workload and supporting pupil improvement.	T2 Termly T1-T2 T1-T3 T1-T3 T1-T3 T1-T2 T1 T1-T3 Post Tas Post Tas T2 T2-T3	SDD / DT Time / Cover Working group / Time SDD / DT Printing / digital Staffing / SEN support SDD / C2k / Specific training Working group SDD / DT Department time Department time SDD / InnerDrive DT	SL P&A / Subject Leads SL P&A / SLT Whole school SL P&A / DL Co SL P&A SL P&A / LitCo / NumCo / LSC SL P&A / DL / VP SL P&A / VP VP / Working Group SL P&A / Subject Leads SL P&A / Subject Leads SL P&A / Subject Leads / Past Leads SL P&A / Subject Leads
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- FSM and SEND outcomes are monitored termly and identified gaps lead to documented action. - Parents receive clear, timely and actionable information through reports and MyChildAtSchool. - At least 90% of teaching staff engage with planned professional learning and identify its relevance to their role. - At least 80% of teaching staff evidence application of an agreed strategy through PRSD, departmental review or quality assurance. - The Nendrum Professional Learning Framework is understood by staff and used to plan, monitor and evaluate development. - PRSD remains developmental, manageable and aligned with school, departmental and individual priorities. - A peer-coaching model is piloted with trained middle leaders and evaluated for impact.	- Agree common tracking-assessment requirements, including front cover, accessibility, progression, challenge and alignment with KS4 assessment objectives. - Create a secure, accessible year-group data library and integrate information within BromCom where possible. - Develop an appropriate value-added approach to track progress from admission to Year 12 and support evaluation by department and pupil group. - Review GL tools and alternatives, including CCEA Adaptive Testing, for fitness, cost and usefulness; coordinate required Year 10 system-level sampling. - Issue reporting guidance, quality-assure annual reports and implement MyChildAtSchool to improve access to progress information. - Implement targeted intervention strategies, such as small group tutoring, one-to-one support, booster sessions and revision workshops, and peer mentoring. Priority: To develop a high-performing professional learning culture in which research-informed practice, leadership development, coaching and collaboration improve teaching quality and pupil outcomes. - Launch the Nendrum Professional Learning Framework and explain how school, departmental and individual learning connect to SDP priorities. - Align PRSD targets with framework priorities while retaining meaningful personal development, manageable evidence and celebration of effective practice. - Direct staff towards relevant Teacher CPD Academy modules; link engagement to PRSD target 3; monitor and recognise completion. - Maintain a staff research library, share concise research summaries and explicitly reference evidence within whole-school TPL. - Develop and promote the Nendrum TPL website and TransformED hub as the central access point for resources, recordings and examples. - Provide development/training on instructional leadership, data use, assessment QA, curriculum leadership and departmental evaluation.	T1 T2 T2-T3 T2-T3 As calendar Termly Aug T1-T3 Termly Half-termly Termly T1-T3	DT BromCom Time TBC Time Time / SEN funded Nurture teacher SDD Time Subscription / DT DE Newsletter / Books Time SDD / DT	SL P&A / Subject Leads SL P&A / VP SL P&A / VP SL P&A / SLT SL P&A / VP SL P&A / SLT SL P&A / LitCo / NumCo / LSC SL P&A Principal / SL P&A SL P&A SL P&A / DL Co Principal / SL P&A
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• All Subject Leads engage in development focused on instructional leadership, curriculum, assessment and departmental self-evaluation. • Learning Support Assistants access relevant evidence-informed learning and evaluation shows improved support for pupils. • Professional learning evaluation progresses from attendance to learning, change in practice and pupil benefit. • Clear baseline data identifies gaps in boys' engagement, attainment and progression. • KS4 provision provides appropriate challenge, accessibility, qualification currency and progression. • Clear academic, applied, technical and supported pathways provide breadth, choice and appropriate progression. • Pupils make informed subject choices, supported by effective guidance and clear information for parents. • KS4 provision is aligned with appropriate Level 3, FE, apprenticeship and employment pathways. • Analysis of course uptake, retention, destinations and English/Mathematics outcomes demonstrates the impact of curriculum provision and informs future planning.	• Building capacity for selected middle leaders will pilot a supportive peer-coaching model focused on agreed classroom priorities. • Work with SL LSC to provide evidence-informed development for teachers and Learning Support Assistants on adaptive teaching and effective classroom support. • TPL fund used for participation in agreed high-impact opportunities such as InnerDrive, PiXL, ResearchED, EdTech and TransformED. • Use briefings, TPL sessions and the website to recognise effective practice, professional learning milestones and staff contribution.	T1-T2	SDD / InnerDrive	SL P&A / SL LSC
		As per calendar	TPL funding	Principal
		Termly	Time / Morning briefing / DT	SLT
	Priority: To develop a broad, balanced and aspirational curriculum that responds to pupil need, addresses identified gaps in boys' engagement and achievement, and establishes coherent pathways from Key Stage 3 through Key Stage 4 to Level 3 education, training and employment. • Analyse attainment, progress, attendance, behaviour, subject uptake and destinations to identify curriculum and progression gaps, including those affecting boys. • Review GCSE and Level 2 provision against pupil need, outcomes, qualification currency and future progression. • Develop clear academic, applied, technical and supported KS4 pathways while maintaining flexibility and pupil choice. • Refine the two-stage options process to combine pupil preference with informed pathway guidance. • Map KS4 qualifications against realistic Level 3, FE, apprenticeship and employment opportunities. • Benchmark KS4 provision against relevant post-16 opportunities, including Regent House School, Strathearn School and Bloomfield Collegiate School. • Strengthen individual guidance where subject choices could unnecessarily restrict future progression. • Evaluate whether increased English and Mathematics provision is improving attainment, progress and readiness for Level 3 study. • Track retention, course changes, outcomes and destinations to evaluate the effectiveness of curriculum pathways.	T1	Time	SL C&T
		T1-T2	Time	SL C&T / SL C&C / Subject Leads
		T2	Time / Pupil Voice	SL C&T / VP
		T2	Time	SL C&T / SL C&C
		T2	Time	SL C&T / SL C&C
		T2-T3	Time	SL C&T
		T3	Time	SL C&T / SL C&C

• All KS3 subjects complete a Curriculum 2028 readiness audit. • Curriculum progression, sequencing, gaps and duplication are identified and addressed across Years 8–10. • Curriculum time, assessment and departmental planning are reviewed against emerging requirements. • Staff development and professional-learning needs are identified and addressed. • Resource, digital, equipment and specialist-accommodation requirements are identified and prioritised. • A phased Curriculum 2028 implementation plan informs future curriculum, timetable, staffing and financial planning and provides assurance to SLT and governors.	Priority: To prepare the College strategically for Curriculum 2028 and TransformED by reviewing and developing curriculum content, progression, sequencing, assessment, curriculum time, staffing and resources, ensuring that Nendrum is well positioned to implement emerging curriculum requirements effectively. • Undertake a subject-by-subject audit of current Key Stage 3 provision against the emerging Curriculum 2028 frameworks to identify the changes required to curriculum content, expectations and delivery. • Map curriculum content across Years 8-10 to establish clear progression in knowledge, skills and understanding and ensure learning builds coherently from one year to the next. • Review curriculum-time allocations across Key Stage 3 to determine whether subjects have sufficient time to deliver emerging Curriculum 2028 expectations effectively and identify any implications for future timetable design. • Review the implications of Curriculum 2028 for assessment, schemes of learning and departmental planning, ensuring that assessment supports curriculum progression and provides meaningful evidence of pupil learning. • Audit staff subject expertise and professional-learning needs to identify where additional development or support will be required to implement Curriculum 2028 effectively. • Evaluate the resources, digital provision, equipment and specialist accommodation required to deliver the emerging curriculum effectively, identifying priorities for development and future investment. • Develop a phased Curriculum 2028 readiness plan that establishes clear departmental and whole-school priorities, responsibilities and milestones for curriculum development and implementation. • Provide SLT and governors with a clear assessment of the curriculum, staffing, accommodation, resource, professional-learning and financial implications arising from Curriculum 2028 to inform future strategic planning and investment.	T2 T2 T2 T2 – T3 T1 T2 – T3 T3 T3	Time Time Time Time Time / Google Form Time Time Time	SL C&T / SL P&A / VP SL C&T / SL P&A SL C&T SL C&T / SLT SL C&T SL C&T / Principal SL C&T SL C&T / VP / Principal
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Priority 2: Health, Wellbeing and Behaviour

Success Criteria	Priorities & Actions to bring about Improvement	Timescale	Resources / Costs	Responsible
- A mapped Years 8-12 programme identifies progression, curriculum coverage, delivery responsibility and the contribution of external providers. - All external provisions are reviewed against agreed quality, safeguarding, curriculum and value-for-money criteria. - At least 80% of pupils agree that provision is relevant, engaging and appropriate to their needs. - At least 80% of staff agree that they understand the programme and feel equipped to support delivery and follow-up learning. - Termly evaluation identifies strengths, gaps and adjustments across all form groups. - At least two timetable-collapsed health and wellbeing events are delivered and evaluated. - Progress and impact are reported to SLT and governors at least twice during the year.	Priority: To implement and quality-assure a coherent, inclusive and age-appropriate personal development curriculum across Years 8-12, supported by carefully selected external partners and evaluated through pupil, staff and parental feedback. - Complete a Years 8-12 progression map linking extended registration and relevant subject contributions; clarify ownership and avoid duplication. - Publish an accessible overview for parents and pupils explaining programme aims, progression and communication routes. - Schedule provision from agreed partners and map each session to identified curriculum need; avoid activity that duplicates internal delivery. - Integrate agreed personal development partners within induction and evaluate pupil engagement and transition impact. - Deliver two timetable-collapsed health and wellbeing events for identified year groups; evaluate participation, quality and learning. - Review external partner performance and value for money before recommissioning; discontinue or revise provision that does not meet standards. - Provide whole school training or professional dialogue on facilitating sensitive personal-development learning, discussion. To ensure all staff feel comfortable and confident delivering sensitive topics. - Align parent workshops with induction, consultation or transition events to improve attendance and relevance.	T1-T2	Time	SL C&C
		T2	Time	SL C&C
		Termly	Time	SL C&C
		T1	Cost of external partners	SL C&C
		T1 – T3	Cost of external partners	SL C&C
		T3	Time	SL C&C
		T1	TPL Time	SL C&C
		T1 – T3	Time	SL C&C
		Aug / Sept	Time	SL PBL / TransEd Behaviour Working Group
		Aug / Sept – Review	SDD / printing	SL PBL / Past Leads
- A concise Positive Behaviour for Learning framework, behaviour flowchart and consequence ladder are understood by staff, pupils and parents. - At least 85% of staff report confidence in applying routines, consequences, de-escalation and escalation routes.	Priority: To embed a clear, fair and consistently applied Positive Behaviour for Learning framework that supports staff, protects learning and combines high expectations with relational, trauma-informed and restorative practice. - Review and publish one concise PBL framework aligned with Nurture, Commitment and Community, including rights, responsibilities, routines, recognition and consequences. - Clarify classroom, departmental, pastoral and SLT stages, including recording, escalation, reset and reintegration; produce a one-page flowchart.			

- Persistent absence reduces from baseline, including analysis by year group, FSM, SEND and identified vulnerability. - At least 50% of pupils identified as chronic non-attenders engage in a targeted intervention, with entry and exit measures. - Attendance information is accurate, accessible and reviewed weekly by the Attendance Officer (FLO) and Senior Leader for PBL. - Parents and pupils report that the school's attendance support is clear, respectful and responsive to barriers. - Termly governor reports identify trends, intervention impact, risks, resource implications and required action. - Pastoral leaders will demonstrate increased confidence and effectiveness in leading teams, managing pastoral provision and driving improvement. - Subject leaders will apply effective time management, mentoring and coaching strategies to improve departmental leadership. - The ALSC will have successfully completed Level 7 training and assumed increased responsibility through an agreed programme of supervision and competency checks. - Learning from external leadership programmes will inform senior	- Implement weekly staged responses for emerging concern, persistent absence and severe absence. - Create a central attendance and mentoring tracker recording barriers, contacts, actions, referrals, review dates and outcomes. - Develop personalised plans for identified pupils, including pupil voice, family agreement, realistic targets and review dates. - Coordinate referrals and multi-agency work for health, anxiety, transport, safeguarding and other barriers; clarify escalation to EWO and attendance clinic to work with 11 families. - Refine attendance recognition so it values excellent, sustained and improved attendance without disadvantaging pupils with legitimate barriers. - Hold half-termly multi-agency attendance reviews for pupils with persistent and severe absence, agreeing and monitoring targeted actions to improve attendance. Priority: To strengthen leadership capacity at all levels by providing targeted leadership development, increasing opportunities for staff to lead strategic improvement and developing a sustainable pipeline of current and future leaders who can effectively contribute to school improvement. - Provide a bespoke leadership development session for Pastoral Leaders focusing on communication, resilience, decision-making, self-reflection and leading others effectively. Allowing them opportunities to reflect on and evaluate their leadership practice. - Strengthen the leadership skills of Subject Leaders through sessions focused on: - Time management and prioritisation. - Mentoring and developing colleagues. - Coaching staff and leading professional dialogue.	Weekly T1 Ongoing Ongoing T1 T1 – T3 Sept T2-T3 Ongoing	Time Time / Google doc Time Time Cost of rewards Time Cost of session external provider Cost of sessions external provider Time / Cost of course	FLO / Past Lead FLO SP PBL / Past Lead / FLO VP / SP PBL / FLO FLO Principal / SP PBL / FLO Principal Principal SL LSC
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leadership practice and whole-school improvement. • Staff will have increased opportunities to lead significant aspects of the School Development Plan. • Leadership responsibilities will be more widely distributed across the school. • Staff surveys and leadership evaluations will demonstrate increased confidence, ownership and leadership effectiveness.	• Increase specialist leadership capacity within Learning Support by supporting the ALSC to complete Level 7 training. • Enhance strategic leadership capacity at senior leadership level. • Implement a distributed leadership initiative through which staff can apply to lead a significant SDP priority by submitting and delivering a strategic improvement proposal with clear actions, success criteria and measurable outcomes. • Establish staff-led working groups aligned to School Development Plan priorities to identify and develop emerging leaders, with groups determining their own agenda, electing a chairperson and reporting progress through an SLT link member to the Principal.	T2 – T3 T1 – Ongoing Aug / SDD prog	PIXL membership Additional time DT Calendar / SDD prog	Principal Principal Principal
• Increased proportion of directed time is explicitly protected for assessment, reporting and other high-workload activities. • Staff development days include clearly identified workload-management time where appropriate. • A revised, evidence-informed homework approach is agreed following consultation with staff and consideration of pupil needs. • Staff feedback demonstrates improved perceptions of workload manageability and the school's commitment to staff wellbeing. • The Staff Wellbeing Working Group is active and contributes practical recommendations to the Principal/SLT. • Staff recognition and wellbeing activities are evident throughout the year rather than being concentrated around individual events.	Priority: Staff wellbeing will be supported both by creating a positive, collegial and supportive working environment and by systematically identifying and reducing avoidable workload. • Review the Directed Time Calendar to maximise protected professional time for assessment, marking, planning and reporting, reducing the expectation that these activities routinely extend beyond directed time. • Ring-fence time during staff development/Baker Days across the year specifically for assessment, reporting and other identified workload pressures. • Review the school's approach to homework, considering its educational value, impact on pupil learning and the additional workload generated through setting, monitoring, marking and following up non-completion. • As part of the homework review, consider equity and accessibility, particularly whether independent work at home creates additional barriers for pupils who require greater teacher explanation, structure or support. • Continue to review school systems and structures, including the impact of the previous timetable restructuring, to identify further opportunities to reduce unnecessary workload and make more effective use of staff time.	Ongoing Ongoing T1 – T2 T1 – T2 T3	DT Calendar / SDD prog DT Calendar / SDD prog DT Calendar / SDD prog DT Calendar / SDD prog DT Calendar / SDD prog	SLT SLT SL P&A SL P&A Principal / VP / SL C&T

- The impact of timetable and organisational changes on workload is evaluated and further improvements identified. - The two-week, one-hour timetable supports effective teaching, learning and curriculum delivery. - Staff and pupil feedback informs improvements to timetable organisation, movement and use of curriculum time. - Staffing and specialist-room allocation effectively reflect curriculum need and subject expertise. - Staffing, rooming and timetable risks are identified and effectively managed as the College grows. - Future timetable planning supports curriculum breadth, pupil choice, five-form entry and improved English and Mathematics outcomes. - An evidence-informed, financially sustainable 2027–28 curriculum and timetable model is developed for SLT and governor consideration.	- Embed the August Staff Wellbeing Day as part of the annual calendar, combining external professional learning on managing personal wellbeing and supporting others with protected opportunities for staff to connect, socialise and build positive working relationships. - Establish Staff Wellbeing as a priority working-group focus, with responsibility for promoting wellbeing initiatives, recognising and celebrating staff contribution, gathering staff views and identifying practical improvements to staff experience. - Use staff voice to evaluate impact, including periodic feedback on workload, wellbeing, directed time and school processes, with findings informing subsequent leadership decisions. Priority: To embed and refine a sustainable timetable and staffing model that maximises learning time, specialist provision and staff expertise while responding effectively to curriculum development and projected school growth. - Evaluate the impact of the two-week timetable and one-hour periods on teaching, learning and curriculum delivery. - Review pupil and staff experience of movement, extended registration, lunch and timetable organisation. - Evaluate specialist-room allocation and utilisation. - Align staff deployment and subject expertise with current and projected curriculum demand. - Identify staffing vulnerabilities arising from part-time provision, recruitment, subject growth or specialist requirements. - Review the impact of additional English and Mathematics curriculum time against pupil outcomes. - Develop contingency arrangements for staffing gaps, room loss and changes in curriculum demand. - Incorporate projected five-form entry into future timetable modelling. - Evaluate curriculum and timetable decisions against staffing affordability, workload and educational impact.	August T1 T1 T3 T3 T1 T3 T3 T2 T3 T3 T3	SDD Prog DT Calendar / SDD prog DT Calendar / SDD prog Time / Google Form Time / Google Form Time Time Time Time Time Time Time	Principal / SL C&C Principal Wellbeing Working Party SL C&T SL C&T SL C&T SL C&T SL C&T SL C&T SL C&T SL C&T SL C&T
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Priority 3: Equity, Diversity and Inclusion

Success Criteria	Priorities & Actions to bring about Improvement	Timescale	Resources / Costs	Responsible
100% of reviewed key policies, planners and pupil-facing documents reflect Nurture, Commitment and Community. - At least 85% of pupils and 90% of staff agree that the values are consistently evident in daily practice. - Values are explicitly reinforced through assemblies, rewards, pupil leadership, community activity and departmental planning. - Termly analysis demonstrates greater consistency in merits and recognition across departments and pupil groups. - At least four pupil-led values or community projects are delivered and evaluated. - The College Honours System is consulted upon, equality-impact assessed and approved for planned introduction in 2027-28.	Priority: To embed Nurture, Commitment and Community consistently across curriculum, policy, leadership, pastoral practice, recognition and daily relationships so that pupils, staff and families understand the College values and experience them meaningfully in all aspects of school life. - Ask departments to identify authentic opportunities to reinforce the values through curriculum content, routines and reflection; sample plans termly. - Publish an annual assembly and extended-registration calendar linking values to attendance, learning, behaviour, wellbeing and community contribution. - Facilitate practical professional dialogue on modelling the values in teaching, leadership, communication and relationships. - Issue clear guidance for awarding merits and values recognition; analyse distribution by department. - Introduce values awards at Prize Day and termly celebrations using transparent published criteria. - Deliver at least four pupil-led values projects, including charity, service or feeder-primary activity. - Use newsletters, website, social media and parent communications to show the values in action rather than solely displaying them. - Consult pupils, staff, parents, SLT and governors; define inclusive categories and criteria; equality-impact assess; develop costed proposal for 2027-28.	T1 – T2	Directed Time	SL C&C / Sub Lead
		T1	Time	SL C&C / Past Lead
		T1 – T2	TPL Time	SL C&C / SL P&A
		Termly	Awards Budget £800	SL C&C / SL PBL / C. Brown
		T2 – T3	Cost of Cups / Badges / Ties	SL C&C / Sub Lead / Principal
		Across school year Half Termly	Time	SL C&C / Enrich Co-ordinator
		T2 – T3	Cost of recognised honours	SL C&C / CCC / Principal
				SL C&C / Principal / Enrich Co-ord / C. Brown
- At least 80% of pupils agree that leadership opportunities are accessible, meaningful and allow them to influence school life. - At least 75% of pupils agree that staff listen to and act upon pupil views. - Student Council and Shared Council meetings take place according to the published schedule, with at least 90% completed.	Priority: To establish an inclusive and sustainable framework for pupil voice, leadership and enrichment through which pupils influence school improvement, develop leadership skills and contribute meaningfully to the College and wider community. - Publish a pupil leadership framework covering Student Council, Shared Council, prefects, mentors, ambassadors, House Captains and charity roles. - Relaunch constitution and annual priorities; complete Year 8 peer nominations, manifestos and election; schedule monthly meetings.	T1	Time	SL C&C / Enrich Co
		Oct	Time / Badges	Enrich Co / SL C&C
		Half Termly	Time	SL C&C / Principal

• A termly “You Said, We Did” report communicates actions resulting from pupil feedback. • At least 85% of the 41 planned House events are delivered, with broad departmental involvement and visible pupil leadership. • Participation is monitored by year group, FSM and SEND status, with action taken where groups are underrepresented. • At least four pupil-led activities are delivered with feeder primary schools. • At least 80% of pupil leaders report improved confidence, teamwork, communication and responsibility. • Termly analysis identifies repeat pupils, hotspot patterns and differences by year group, FSM and SEND status. • Based on current cohort and larger number of pupils we are aiming for serious incidents: 10-15% reduction • Reducing repeat offenders: 20-25% reduction • Reduce Suspensions: 5% reduction • Positive recognition: 30-40% increase. • Parents of pupils receiving targeted support are informed and involved wherever appropriate.	• Elect representatives from all pupil leadership groups; hold half-termly meetings with SL C&C; record decisions and actions. • Publish termly “You Said, We Did” updates through assemblies, form time, displays and digital channels; explain where proposals cannot progress. • Train Year 11 mentors for structured in-school support and feeder-primary outreach. Provide induction on role expectations, safeguarding, communication and teamwork. • Deliver a pupil-led enrichment, transition, wellbeing or leadership activity with identified feeder primaries. • Establish a new ambassador programme focusing on addressing bullying and wellbeing for supporting key stage 3 pupils. Ensuring clear reporting, supervision and referral routes. • Implement the 41-house event calendar across sport, curriculum, arts and values; clarify House Director and Captain responsibilities. Priority: To enhance Behaviour for Learning through the strategic use of behaviour data, coordinated targeted support and equitable recognition, leading to improved self-regulation, reduced serious and repeated incidents, and increased engagement in learning and College life. • Analyse behaviour trends and patterns to identify emerging concerns and pupils requiring support. Conduct half-termly behaviour reviews to inform intervention planning. • Implement a graduated intervention pathway for pupils at risk of serious or repeated behavioural incidents. Hold half-termly multi-agency reviews of priority pupils and agree targeted actions. • Review and strengthen the College recognition system to ensure consistency and fairness. Increase opportunities to recognise positive behaviour, effort, attendance and contribution. • Through assemblies, pupil and parent engagement reinforce clear expectations for behaviour across all learning environments. • Provide professional learning to all staff on behaviour management, restorative practice and self-regulation. • Standardise return-from-suspension and reintegration planning, including reflection, support, expectations and review.	Termly T1 – T2 T2 – T3 T2 Across school year Monthly Half Termly T1 – T2 Ongoing T2 T1	Time Provider cost Transport costs / materials & equip Training costs Equip cost Time Time Time / Working Group DT Time External Provider Time	Enrich Co / SL C&C / Past Leads SL C&C / Enrich Co SL C&C / Principal SL C&C / Enrich Co SL C&C / Depts SL PBL / SL LSC / Past Leads SL PBL / SL LSC / Past Leads SL PBL / SL C&C / C. Brown SL PBL Principal SL PBL / Past Leads
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- All targeted interventions are implemented using agreed baseline and review measures and evaluated termly for impact. - At least 75% of pupils receiving intervention demonstrate measurable progress against identified learning, wellbeing or engagement targets. - Learning Support provision is strategically planned to meet identified literacy, numeracy, social-emotional and pathway needs. - The NEST operates through a structured referral, intervention, review and reintegration framework. - At least 75% of pupils accessing The NEST demonstrate improvement in agreed wellbeing, attendance, engagement, behaviour or learning indicators. - Stage 1 and Stage 2 pupils receive timely, proportionate support through a	- Hold monthly pupil support review meetings with Pastoral Leaders and the Learning Support Coordinator to analyse behaviour, attendance and wellbeing data, evaluate the impact of interventions, and agree appropriate universal, targeted and specialist support. - Strengthen preventative Behaviour for Learning practice through joint PBL and Pedagogy monitoring, identifying and sharing classroom approaches that promote engagement, self-regulation and positive behaviour. - Use behaviour data and pupil voice diagnostically to identify patterns, hotspots, repeat concerns and successful practice, informing earlier and more targeted intervention. - Strengthen targeted support and reintegration by identifying strategies that enable individual pupils to succeed and establishing consistent reflection, restorative and monitoring arrangements following serious or repeated incidents.	Monthly T2	Time	SL PBL / Past Leads / FLO
		Ongoing	Time	SL PBL / Behaviour
		T2 – T3	Time	Working Group / Pastoral Leads
		T2 – T3	External support Alternatives NI	SL PBL / Past Leads SL PBL / Past Leads
	Priority: To enhance pupil outcomes through the strategic deployment of targeted and specialist support, ensuring that interventions, additional teaching, nurture provision and assistive technologies are matched to need, monitored effectively and evaluated for impact. - Map literacy, numeracy, SLCN, social, emotional, sensory, medical and curriculum support by stage, need, lead, frequency and cost. - Implement a consistent intervention framework to support referral, planning, monitoring and evaluation of pupil outcomes. - Implement IDL literacy and numeracy timetables for identified Stage 1-3 pupils; review progress termly. - Enhance support for pupils with specific learning and numeracy difficulties through targeted assessment, intervention and classroom support strategies. - Establish a Nurture working group to develop the school's nurture and inclusion strategy. Ensure nurture provision aligns with the School Development Plan. - Further develop 'The NEST' ensuring a structured nurture provision supporting regulation, resilience, social communication, transition and reintegration.	T1-T2	Time / Cost of Nurture teacher	SL LSC / SL P&A / Litco / Numco
		T1-T2	Cost of IDL / staffing	LSC / ALSC
		Ongoing	Time	ALSC / Nurture Teacher
		Ongoing	Time / Staffing Cost	Nurture Teacher / NumCo
		T1- T3	Directed Time	SL LSC / Working Group
		T1	Time / External provider training	ALSC / Nurture Staff

coordinated graduated response involving Learning Support, class teachers and Heads of Year. - Assistive technology is matched to identified need, routinely used in learning and evaluated for its impact on pupil independence and access to the curriculum. - At least 85% of staff report confidence in accessing and applying current SEN information and reasonable adjustments. 100% of required PLPs are created and reviewed within the agreed cycle, with relevant staff, pupil and parent contribution. - Staff confidence in contributing meaningfully to PLPs increases from the Year 1 position of 84%. - All departments demonstrate evidence of adaptive and neuro-affirming classroom practice through planning, learning walks or pupil voice. - Key staff complete advanced development in autism, ADHD, SLCN, sensory processing, emotional regulation and trauma-informed practice. - At least 90% of Learning Support staff complete the planned CPD programme and evaluate its application to practice. - Pupil and parent surveys show strong confidence in support, communication and involvement, with identified concerns leading to action.	- Use assessment, attendance and pupil voice data to strengthen coordinated Stage 1 and 2 support through effective collaboration between Learning Support, pastoral teams and classroom teachers. - Audit Statements and classroom needs; identify devices and software; allocate, train, monitor use and address access gaps. - Develop and implement pupil support passports to ensure staff have consistent access to strengths-based profiles, identified needs and effective support strategies for pupils with social, behavioural, emotional, sensory, communication and complex needs. - Build staff capacity to deliver inclusive practice through guidance, modelling and targeted professional learning. Priority: To embed a neuro-affirming and communication-friendly whole-school culture in which staff understand their responsibilities, apply effective adaptations and work in partnership with pupils, families and external professionals. - Provide August training on the new cohort, medical information, staff duties, PLPs, Graduated Response and the legal basis for whole-school participation. - Deliver planned development on emotional regulation, trauma, behavioural needs, ADHD, autism, SLCN and sensory processing. - Work with SL Pedagogy and Assessment to translate pupil information into practical classroom strategies, especially for lower-tier groups. - Strengthen the quality and consistency of PLPs through simplified guidance, accurate year-group information, protected planning and review time, and regular quality assurance of targets and contributions. - Develop a programme for classroom assistants covering induction, nurture, crisis support, trauma, ADHD, medical needs, communication and effective intervention. - Use experienced assistants to mentor new staff and lead short strategy-sharing or intervention demonstrations. - Strengthen classroom communication support through ongoing collaboration with Speech and Language professionals and RCSLT guidance.	Ongoing T2 Ongoing T1-T3 Aug SDD Aug T2 – T3 Twice yearly Ongoing Ongoing Ongoing	Cost of Boxall / Time Time SDD / Cost of external provider SDD Time SDD Time / Provider Cost Directed Time Calendar Directed Time Calendar Directed Time / Training costs Time Time	SL LSC / Nurture Teacher / Litco / Numco SL LSC SL LSC / ALSC / Nurture Teacher SL LSC / Principal SL LSC SL LSC SL LSC / SL P&A SL LSC / ALSC / Nurture Teacher SL LSC / ALSC / Nurture Teacher ALSC SL LSC / ALSC / Nurture Teacher
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- Pupils with SEN participate meaningfully in curriculum, enrichment and wider school life, with barriers identified and addressed. - Whole-school rewards guidance developed and implemented. - Increased consistency in the use of Merits/House Points across departments. - Pupil voice demonstrates improved understanding of how and why pupils are recognised. - Monitoring demonstrates that recognition is accessible across year groups and pupil groups. - Staff feedback indicates increased confidence in applying the rewards system consistently. - A coherent whole-school Recognition and Honours Framework is agreed, implemented and communicated. - Pupils understand the different recognition pathways and how achievement at each level can be secured. - Increased breadth of recognition across academic, extracurricular, leadership, service and community achievement. - Recognition data demonstrates equitable participation and representation across pupil groups.	- Update the parent survey and offer accessible webinars or recorded sessions on learning difficulties, regulation, assistive technology and access arrangements. - Gather targeted pupil voice on classroom support, sensory environment, The NEST, participation and independence; publish resulting actions. Priority: Improve the consistency, transparency and equity of the College rewards system so that pupils and staff have a shared understanding of how effort, progress, achievement and positive contribution are recognised. - Review current use of Merits/House Points across departments and year groups to identify variation in practice. - Consult pupils and staff on the accessibility, fairness and value of the existing rewards system. - Establish clear whole-school guidance and agreed criteria for awarding Merits/House Points. - Ensure rewards recognise effort, progress, achievement, engagement, positive behaviour and contribution, rather than attainment alone. - Strengthen the connection between Merits/House Points and the House system through assemblies, competitions and celebrations. - Monitor patterns of recognition across year groups and pupil groups to identify and address potential inequity. Priority: Develop and embed an inclusive and aspirational whole-school Recognition and Honours Framework that celebrates academic excellence, wider achievement, leadership, service and contribution, strengthening pupil aspiration, belonging and pride in Nendrum College. - Use the Pupil Wellbeing and Pupil Voice Working Groups, alongside relevant staff and pupil leaders, to inform the development, implementation and review of the Recognition and Honours Framework. - Develop a clear and progressive recognition pathway incorporating Merits/House Points, Nurture, Community and Commitment Awards, Academic Excellence, Colours, Honours and the Principal's Award. Establish clear, equitable and transparent criteria,	T2-T3 T3 T1 T1-T2 T2-T3 T3 T2-T3 Ongoing T1-T2 T2	Time / Google Form Time / Google Form Time Time / Pupil focus groups Time Time / Bromcom Time / Assembly rota / Bromcom Time DT Calendar / SDD prog Time	SL LSC / ALSC / Nurture Teacher SL LSC C. Brown / SL C&C / Principal C. Brown C. Brown / SLT / Enrich Co C. Brown / C. Brown / SL C&C C. Brown C. Brown / Working Groups C. Brown / Principal
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- Increased visibility of pupil achievement through assemblies, College communications, displays and the Honours Board. - Pupil voice demonstrates increased perceptions of fairness, aspiration, belonging and pride in the College. - Staff and pupil feedback demonstrates that the framework is regarded as credible, inclusive and aspirational.	nomination processes and evidence requirements for each level of recognition. - Ensure the framework recognises achievement across the curriculum, extracurricular activities, leadership, service and wider community, including verified achievements outside College. - Consult staff and pupils in developing the framework and communicate the agreed criteria clearly to pupils and parents. - Increase the visibility and prestige of recognition through assemblies, College communications, Prize Day, displays, badges/certificates and the development of a College Honours Board. - Strengthen links with the House system, using recognition to promote participation, achievement and contribution to College life. - Develop opportunities for pupils receiving higher-level recognition to act as role models, mentors and ambassadors. - Monitor nominations and awards to ensure equitable access and representation across pupil groups. - Review the impact of the framework through pupil and staff voice and recognition data, using findings to inform further development.	T2	Time	C. Brown / Principal / Enrich Co
		Ongoing	Google Forms / Time	C. Brown
		Ongoing	Cost of Honours / Displays	C. Brown / Principal / SL C&C
		Ongoing	Time	C. Brown / SL C&C
		T2-T3	Time / Google Forms	C. Brown / Enrich Co
		T3	Time	C. Brown
		T3	Pupil Focus Groups	C. Brown / Enrich Co
	Priority: To ensure that curriculum provision, accommodation, staffing and specialist facilities are capable of supporting sustained growth in pupil numbers while maintaining curriculum breadth, quality and inclusion. - Audit room utilisation and available teaching capacity across the two-week timetable. - Model curriculum and accommodation requirements arising from the current 5/4/5/4/5 structure, representing 23 form groups. - Model the implications of sustained five-form entry across Years 8-12, creating 25 form groups. - Identify pressure points across general classrooms and specialist accommodation. - Review Science, Technology, ICT, Art, Music, Home Economics and PE capacity against projected growth. - Review Learning Support, nurture, intervention and pastoral accommodation alongside mainstream growth. - Model additional staffing requirements and option-block implications created by increased enrolment.	T2 – T3	Time	SL C&T / VP
		T3	Time	SL C&T / VP
		T3	Time	SL C&T / VP
		T3	Time	SL C&T / VP
		T3	Time	SL C&T
		T3	Time	SL C&T / SL LSC
		T3	Time	SL C&T

	- Identify opportunities for room repurposing and areas where additional accommodation or investment may be required. - Consider separately the capacity implications of potential post-16 development. - Produce a three-year Curriculum & Accommodation Capacity Model to inform staffing, timetable and future development decisions.	T3	Time	SL C&T / VP / Principal
		T3	Time	SL C&T / VP / Principal
		T3	Time	SL C&T / VP / Principal

Priority 1: Planning, Teaching and Assessment for Successful Learning			
Monitoring & Evidence (what and how collected)	When collected?		By whom?
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact (Give examples of evidence used to monitor and evaluate)			
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Impact <i>(Give examples of evidence used to monitor and evaluate)</i>	
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Priority 2: Health, Wellbeing and Behaviour			
Monitoring & Evidence (what and how collected)		When collected?	By whom?
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact <i>(Give examples of evidence used to monitor and evaluate)</i>			
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Impact <i>(Give examples of evidence used to monitor and evaluate)</i>	
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Priority 3: Equity, Diversity and Inclusion			
Monitoring & Evidence (what and how collected)	When collected?		By whom?
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact <i>(Give examples of evidence used to monitor and evaluate)</i>			
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Impact	
<i>(Give examples of evidence used to monitor and evaluate)</i>	