

# The Stables Independent School



## School Development Plan 2025 – 2026

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# The Stables Independent School



## 1. Vision for the school

### Our Vision

The Stables Independent School believes that all children should be given the opportunity of a rich and engaging school experience. We provide a personalised learning approach adapted for each pupil so that they have life skills and knowledge that enables them to build aspirational futures. We want our children to be happy at school, develop positive relationships and become responsible, respectful young people. Our educational approach is diverse, thought-provoking, creative, inspirational and soaked in memorable moments.

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### Ethos

We support pupils who have experienced exclusion, disruption to school attendance and a fear of learning. We transform these experiences by supporting every child to be safe, happy, resilient and inspired to learn and achieve.

### Our School Aims

To promote a love of learning.

To provide a happy, safe and secure learning environment with positive, caring attachment figures.

To nurture, confident, resilient individuals who are equipped and skilled for later life through a life skills curriculum that runs alongside everything we do.

To give everyone the opportunity to fulfil their highest potential, both academically, and in respect of their wider interests and talents.

To offer a bespoke curriculum that meets individual needs and closes gaps in learning with local, national and international dimensions.

To offer the widest possible range of enrichment activities and experiences, including a range of off-site activities and educational visits.

To provide expert teaching and high-quality learning experiences with staff who are well trained, highly motivated and well supported.

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## 2. Ofsted, local and national priorities

Last OFSTED inspection 29<sup>th</sup> April 2024. Rating: Good with 2 areas outstanding.

### **The inspection judged the school's strengths to be.**

- Pupils feel accepted and valued at The Stables.
- They learn that it is possible to overcome difficult past experiences and they can look towards a more positive future.
- Warm relationships help pupils learn to trust the adults who care for them. Pupils feel and are safe.
- Staff are astute at noticing and responding to pupils' social and emotional needs. This helps pupils to regain control of their response to challenging situations.
- Staff make sure that lessons focus on important skills, such as how to understand a wide range of texts.
- Pupils find new interests including learning to play the drums or gardening.
- When pupils leave the school, they have talents they can be proud of.
- Dedicated staff work hard to remove barriers to pupils' participation in the community.
- Staff help pupils to step out of their comfort zone and make good memories. For example, surfing and horse-riding.
- Leaders have adapted and improved the curriculum.
- Teachers plan engaging and accessible lessons.
- Teachers make sure that lessons include plenty of opportunities to practice important skills
- The school is inherently inclusive.
- Leaders have trained staff in how to understand and respond to pupils' social, emotional and mental health needs. This helps staff to adapt the types of support they give in the classroom.
- A new system of assessment highlights pupils' gaps in learning in granular detail. Staff use this information to precisely plan pupils' next steps.
- Leaders involve carers and social workers. They work closely with external experts to make sure that pupils receive timely support.
- Staff work hard to create a calm and orderly environment. The school culture is nurturing and makes pupils feel safe.
- Leaders pay close attention to the patterns of pupils' behaviour. They use this information to notice when things are going well and when pupils need more support.

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- Pupils' social and emotional responses significantly improve. Pupils learn that school is a place of happiness and success.
- Pupils want to come to school and attendance is good.
- The curriculum for personal, social, health and economic education (PSHE) supports pupils to become successful citizens.
- Leaders have ensured that it gives pupils strategies to manage their feelings and emotions.
- The school ensures that trips and visitors contribute to pupils' understanding of different cultures and religions.
- Leaders have adapted careers education to meet pupils' needs.
- Members of the proprietor body have a range of social work and education expertise. They intelligently challenge leaders on how well the school is providing for pupils' education.
- The proprietor body ensures the school complies with schedule 10 of the Equality Act 2010.
- Staff are proud to work at the school.
- Leaders are mindful of staff's workload and wellbeing.
- Safeguarding: the arrangements for safeguarding are effective.

## **The inspection judged that the school needed to improve on.**

Lessons do not sufficiently provide opportunities for pupils to develop their handwriting. This means that some pupils' handwriting difficulties persist longer than they should and pupils do not have sufficient pride in their work.

## **Local and national priorities that are shaping school improvement priorities.**

[Link to Norfolk audits, most recent 14. 03.2024.](#)

[Link to Suffolk audit March 2024.](#)

[Link to joint Norfolk & Suffolk audit February 2025](#)

[Link to Norfolk audit 25/9/25](#)

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## 3. Three-year objectives

Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year3 2026-27
<p>Exceed all Independent School Standards.</p> <p>Ensure all teaching standards are met and maintained.</p>	<p>Strive to meet all Ofsted outstanding descriptors and standards</p> <p>To deliver outstanding lessons across the entire curriculum</p> <p>Ensure all staff are suitably trained through CPD activities to excel in their respective roles.</p>	<p>To provide a full and comprehensive therapeutic offer.</p>	<p>SLT/Admin office space in a separate building</p>
		<p>Explore opportunities to increase school pupil role.</p>	<p>Kitchen suitable to deliver cookery curriculum</p>
<p>To deliver outstanding lessons across the entire curriculum</p> <p>Produce planning documents as senior leaders intend.</p>	<p>Support pupils to produce high-quality, well-presented work which demonstrates good handwriting skills and ability.</p>	<p>To explore the use of accredited outcomes at appropriate levels.</p>	<p>Swing/climbing equipment suitable for upper school use.</p>
<p>Maintain a stable staff structure with clear roles and responsibilities</p>	<p>To deliver high quality assessment activities following assessment plans and timetables and that the assessment data is used to inform planning.</p>	<p>To provide a bespoke education program for Dragonfly's pupils.</p>	<p>Insulation of heating, lighting and seating in the Yurt</p>
<p>Ensure all staff are suitably trained through CPD activities to excel in their respective roles.</p>	<p>Install Yurt or similar outside building for use as classroom, performance area and enrichment activity space.</p>	<p>Strive to meet all Ofsted exceptional descriptors and standards</p> <p>To deliver outstanding lessons across the entire curriculum</p> <p>Ensure all staff are suitably trained through CPD activities to excel in their respective roles.</p>	<p>Strive to ensure all Ofsted exceptional descriptors and standards are embedded across the whole school</p>

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## 4. Headline priorities and objectives for 2025 - 26

Priorities	Objectives	Impact	Evidence of need
<p><b>Priority 1: Safeguarding</b></p>	<ul style="list-style-type: none"> <li>• To ensure that the school meets paragraph 7(a) and 7(b), part 4 and paragraph 34(1)(c) of the ISS.</li> <li>• To ensure the school meets the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'</li> <li>• To ensure all relevant teaching standards are met</li> <li>• To ensure all safer recruitment requirements are met</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils trust adults and are more likely to speak up about worries or abuse.</li> <li>• Vulnerable Pupils are identified early and supported appropriately.</li> <li>• A strong safeguarding culture reduces bullying, exploitation, neglect, and harm.</li> <li>• Safe, supported pupils are more focused and motivated.</li> <li>• Staff understand their roles and responsibilities clearly.</li> <li>• Concerns are logged, followed up, and escalated correctly.</li> <li>• Pupils learn healthy relationships, boundaries, and online safety.</li> <li>• School becomes a place of trust—not fear.</li> <li>• Clear policies and procedures</li> <li>• Consistent record-keeping and follow-up</li> </ul>	<p>To ensure all staff and pupils are safe and feel safe.</p> <p>Feedback from internal and external audit reports and recommendations</p> <p>Strive to meet all Ofsted exceptional descriptors and standards</p>

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<p><b>Priority 2: Inclusion</b></p>	<ul style="list-style-type: none"> <li>• To meet all Ofsted Exceptional descriptors and standards</li> <li>• To ensure the curriculum meets the needs of all pupils. ISS (2(1)(b))</li> <li>• Ensure all pupils have the opportunity to learn and make progress. ISS (2(2)(h)).</li> <li>• To ensure that this curriculum is delivered effectively to all pupils and that reasonable adjustments are made when these are necessary. ISS 3</li> <li>• To actively promote the well-being of all pupils. ISS (34(1)(c)).</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations will be set for all pupils, regardless of starting point</li> <li>• A whole school culture in which early and accurate assessment of pupils' needs is prioritised</li> <li>• A continuous cycle of planning, actions and review to reduce barriers to pupils' learning and/or well being</li> <li>• The use of specialists when necessary to support pupils' development</li> <li>• School will be working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils</li> </ul>	<p>To ensure all pupils feel valued and fully supported to achieve Strive to meet all Ofsted exceptional descriptors and standards</p>
<p><b>Priority 3: Curriculum and teaching</b></p>	<ul style="list-style-type: none"> <li>• To meet all Ofsted Exceptional descriptors and standards</li> <li>• To meet all ISS teaching standards including part 1</li> <li>• Improving pupil learning outcomes, fostering a supportive learning environment, and enhancing both teaching practices and infrastructure</li> <li>• Develop critical thinking, creativity, and problem-solving abilities in Pupils</li> <li>• Ensure pupils master essential academic skills in literacy, numeracy, science and other core subjects whilst meeting their potential in all areas of school life</li> </ul>	<ul style="list-style-type: none"> <li>• School able to provide the best opportunities for all our pupils to achieve their full potential and be ready for the next stage in the educational and life journey.</li> <li>• Pupils are able to demonstrate skills, ability and pride in their presented work.</li> </ul>	<p>Strive to meet all Ofsted exceptional descriptors and standards. Feedback from pupil voice. To ensure outcomes map the ethos and values of the school To meet the changing face of referral requests</p>

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<p><b>Priority 4: Achievement</b></p>	<ul style="list-style-type: none"> <li>• To meet all Ofsted Exceptional descriptors and standards</li> <li>• Ensure the school meets ISS part 1 (paragraphs 2(1)(a), 2(2)(b), 2(2)(h) and 2(2)(i)). part 1 (paragraphs 2(1)(a), 2(2)(b), 2(2)(h) and 2(2)(i).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils securing important foundational knowledge in language and communication, reading, writing, mathematics and science so that pupils can access the whole curriculum</li> <li>• pupils produce high-quality work that reflects the breadth and depth of their learning</li> <li>• Pupils to produce high-quality work that reflects the breadth and depth of their learning</li> <li>• Pupils are prepared, at each phase, for the next stage of education</li> <li>• securing the knowledge and skills pupils need before undertaking more complex tasks</li> <li>• All pupils demonstrate improvement in reading skills and increase their reading age</li> </ul>	<p>Strive to meet all Ofsted exceptional descriptors and standards Ensure all pupils are ready for their next stage in education and life To ensure pupils achieve to their full potential</p>
<p><b>Priority 5: Attendance and behaviour</b></p>	<ul style="list-style-type: none"> <li>• To meet all Ofsted Exceptional descriptors and standards</li> <li>• Ensure the good behaviour of pupils. ISS 3(h), 9)</li> <li>• To promote positive attitudes to learning. ISS 3b, 5(b)(ii)</li> <li>• To prevent bullying as far as is reasonably practicable (ISS 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Our school is a calm and nurturing environment where everyone feels safe, valued, respected and included.</li> <li>• A positive school culture built on appropriate and positive behaviour and attitudes</li> </ul>	<p>Whole school desire to reduce negative behaviours and increase positive ones. Reduce the incidents of misunderstanding and confusion with behaviour management, expectation and reward. Proprietor and SLT desire for school to continue to provide full therapeutic offer.</p>

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- To promote the well-being of all pupils. ISS 34(1)(c)
- To ensure that an admission and attendance register is maintained in accordance with the School Attendance Regulations 2024. ISS 15
- To ensure the school meets the DfE Use of reasonable force and other restrictive interventions in schools requirements
- To foster a positive and respectful learning environment where students demonstrate responsibility, respect, and self-discipline, contributing to their academic success and personal growth. This includes promoting teamwork, effective communication, and a growth mindset, while encouraging pupils to make thoughtful, responsible decisions and take ownership of their actions.

benefiting everyone by fostering an environment where learning, growth, and personal development can thrive

- An environment in which pupils and staff feel safe, where bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively
- High levels of attendance
- Reduced levels of negative behaviours and attitudes
- Increased levels of positive behaviours and attitudes
- An environment where positive behaviours and attitudes are celebrated
- Pupils understand and can verbalise the positive outcomes of positive behaviours

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<p><b>Priority 6: Personal development and well-being</b></p>	<ul style="list-style-type: none"> <li>• To meet all Ofsted Exceptional descriptors and standards</li> <li>• To meet part 1 of the ISS</li> <li>• Ensure provision for effective relationships and sex education</li> <li>• To support pupils in developing a strong sense of self-awareness, resilience, and interpersonal skills, enabling them to take responsibility for their own learning, behaviours and personal growth. This includes improving their ability to manage emotions, communicate effectively with peers and teachers, and make informed decisions in both academic and social contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• School is able to provide outstanding opportunities for all to develop their own personalities, interests, skills and build social capital inside and outside of school</li> <li>• School will provide opportunities that support all pupils to succeed in life</li> <li>• The fundamentals of British values are embedded across the school</li> <li>• Pupils develop age/stage appropriate understanding of healthy relationships through relationships and sex education</li> <li>• supporting pupils' readiness for the next phase of education</li> <li>• pupils that recognise online and offline risks to their well-being and recognise the dangers of using technology and social media inappropriately</li> <li>• Pupils' demonstrate confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy</li> </ul>	<p>Evidence of gaps in personal development. PEP and EHCP targets Feedback from school staff and pupils Data from trackers Strive to meet all Ofsted exceptional descriptors and standards</p>
<p><b>Priority 7: Early years</b></p>	<ul style="list-style-type: none"> <li>• Meet the requirement to provide an appropriate programme of activities for pupils below compulsory school age. ISS paragraph 2(1), 2(1)(a), 2(2), 2(2)(f).</li> </ul>	<ul style="list-style-type: none"> <li>• School able to offer suitable early years provision as appropriate to cohort</li> <li>• An ambitious, well planned and resources curriculum</li> </ul>	<p>To meet all standards and requirements. Feedback from pupil voice. To meet the changing face of referral requests</p>

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	<ul style="list-style-type: none"> <li>To develop and deliver an early year academic provision to meet pupil needs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils actively engaging in learning</li> <li>Pupils progressing towards next stage in education</li> </ul>	
<p><b>Priority 8: Leadership and Governance</b></p>	<ul style="list-style-type: none"> <li>To meet all Ofsted Exceptional descriptors and ISS standards and head/deputy head and teacher standards</li> <li>Meet ISS part 3 (welfare, health and safety of pupils),</li> <li>Meet ISS part 5 (premises of and accommodation at schools)</li> <li>Meet ISS part 6 (provision of information)</li> <li>Meet ISS part 7 (complaints)</li> <li>To provide effective leadership and management by fostering a collaborative, inclusive school culture that promotes high academic standards, encourages professional growth for educators, and ensures the safety and well-being of all pupils. By utilizing data-driven decision-making, empowering teachers, and engaging the community, the goal is to create a learning environment where every pupil can thrive and reach their full potential.</li> <li>Provide designated teaching kitchen area</li> </ul>	<ul style="list-style-type: none"> <li>clear, strategic and reflective approach to improvement</li> <li>School provides opportunities for all our pupils to achieve their full potential.</li> <li>Staff feel valued and can achieve their full potential</li> <li>clear understanding of the school's strengths and areas for development</li> <li>proprietor taking into account the workload and well-being of leaders and, in turn, leaders taking into account the workload and well-being of their staff</li> <li>school is organised effectively, including organising staff strategically and ensuring best use of building and recourses</li> </ul>	<p>Produce documents that led and support whole school development and improvement. Feedback from staff wellbeing surveys and team meetings. Proprietor and SLT desire for school to provide full therapeutic offer.</p>

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## 5. Action plans for priorities

Priority 1	Safeguarding				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
To ensure school Exceeds all Safeguarding standards	SLT to meet to discuss standards. Conduct a whole school staff meeting to discuss standards. Standards to be issued to members of staff	HT DHT	End of Spring term 2	Clear plan of strengths and areas for development for whole school safeguarding 360 audit completed	SLT Proprietors
To ensure safeguarding procedures map the needs of all pupils	Complete SEN audit using information from EHCP information and targets New spreadsheet to be developed and populated	HT DHT	To be completed by end Spring term 1 Reviewed Half termly	Completed spreadsheet stored on OneDrive Evidence of dated reviews and updates	SLT Information store on OneDrive
Ensure policies are current and fit for purpose	RE to provide list of policies for due for review Consult good practice websites (eg the SWFFL) to develop online safety policies SLT to review and amend/update SLT to return updated policies to RE Policies to be ratified by proprietors	RE SLT	To be completed by end Spring term 1 Reviewed yearly or as required	Current policies available for use Amended policies added to website	RE Proprietors Silver Birch will now support with policy changes Silver birch will support certain policies
Record all JAGS meets and map to CPOMS	Attending staff member to add notes from JAGS meeting to CPOMS SLT to add final report to CPOMS School administrator to source relevant training sessions	HT  HT	Notes added within 24 hours Report added when available End of autumn term 2 Ongoing	Evidence recorded on CPOMS system	Attending staff SLT

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DSL's to complete multi agency training	DSL'S to register and complete training sessions. Evidence of attendance and successful completion to be stored by school administrator DLS's to attend future training activities and events as appropriate		DSL training to be ongoing	Evidence recorded on school training matrix	School administrator Head teacher
Ensure DSL member attends ISS DSL network meetings	DSL network meeting dates to be added to school calendar and school diary. At least one DSL to be timetables to attend each meeting Attending DSL to disseminate information during staff meeting	HT	Ongoing	Evidence of attendance Record of network meeting notes Dates added to calendar	SLT
Ensure filtering and monitoring meets national standards	Evaluate current procedures and systems in operation. Use UK Safer Internet Centre for guidance Make sure all using internet and network that they are being monitored. This can be agenda item in a meeting Establish clear routes for reporting misuse and unprofessional practice	HT RE	Ongoing	Documented evidence that the standards have been meet Evidence of how this has been achieved and the processes in place to maintain the standards	SLT Proprietors
Ensure timely audit of pupil folders	SLT to conduct systematic audit of all pupil paperwork and folders. Pupil paperwork and folders to be discussed in whole school staff meetings. Admin to add to meeting agenda. Timetabled review activities in place for staff	SLT School staff	Ongoing	All folders are up to date and continue all new and relevant information. Evidence that pupil folders inform planning, PEPS, EHCP/AR reviews Paperwork now being stored electronically	SENCo SLT Proprietors
Implement Natter hub	All staff to access and complete demonstration activity Staff to attend training session RE to evaluate its use on school laptops and tablets	SLT RE Classroom teaching staff	End of Spring term 2	Recorded meeting notes System uploaded to suitable IT equipment SLT observations of platform being used in appropriate lessons	SLT

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	<p>Add Natter hub to agenda for teacher meeting to discuss implementation</p> <p>Staff to make use of free access via Twinkle to evaluate recourses</p> <p>Review and evaluate use and suitability within school</p>				
To ensure all safer recruitment targets are met	<p>School admin to scan and electronically store all relevant documents</p> <p>Katy Lockett to produce new document sign off sheet.</p> <p>School admin. and KL to update Single central record</p> <p>KL to develop process document for school and home recruitment within Tribepad (ATS) system</p> <p>KL to create a training deck</p> <p>KL to arrange recruitment events at Ipswich and Norwich universities and colleges.</p>	School admin KL	Scanning activities ongoing Training deck 09.04.26 Event dates TBC	<p>Dramatic decrease in stored paperwork and folders</p> <p>Increased security</p> <p>Increased safeguarding</p> <p>Improve recruitment process in place</p> <p>SLT have completed Warner interview training</p>	SLT Proprietors

Priority 2					
Inclusion					
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Ensure curriculum, delivery, resources and activities map the needs of individual pupils	<p>Update SEN register</p> <p>Update SEN audit</p> <p>Update Assessment data</p> <p>Set regular date future update activities</p> <p>Teachers to use updated data to inform planning and delivery</p>	SENCo Curriculum leads Teaching staff SLT	Initial updates completed by end of Spring term 1 Further updates ongoing	<p>SEM information complete and current</p> <p>Assessment date is current</p> <p>Evidence of planned dates for update activities</p> <p>Evidence for planning scrutiny</p> <p>Evidence of delivery/teaching observations</p>	SLT Proprietors SW/Auditors IRO's

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	<p>Teachers to use IBP, PEP, EHCP data to inform planning</p> <p>Curriculum leads to review planning for compliance</p>		<p>Planning activities are ongoing</p> <p>Reviews to be carried out at the start of each new half term</p>	<p>Evidence of LA/Ofsted audits</p> <p>Records of PEP/EHCP/AR meetings</p>	
<p>Develop practices that actively promote pupil well being</p>	<p>Evaluate current provision</p> <p>Conduct pupil survey</p> <p>Conduct staff survey of pupil provision</p> <p>Parent/ carer survey</p> <p>Conduct student council meetings</p> <p>Evaluate survey results</p> <p>SLT/Wellbeing lead to create action plan</p> <p>Prioritise and implement new practices/approaches</p> <p>Evaluate possible costs</p> <p>Evaluate implementation of new practices/approaches</p>	<p>SLT</p> <p>School Admin.</p> <p>Wellbeing lead</p> <p>SENCO</p> <p>PEP/EHCP co-ordinator</p>	<p>Surveys complete by end Spring term</p> <p>Action plan developed by mid-term</p> <p>Summer 1 Initial actions implemented end summer term 1</p>	<p>Pupil, staff and parent Satisfaction</p> <p>Improved behaviour and attitude</p> <p>Increase in attainment and achievement</p> <p>Bank of resources and activities to promote pupil well being</p>	<p>SLT</p> <p>Proprietors</p>
<p>Ensure PEP/EHCP/AR processes and paperwork are used to plan pupil wellbeing support and strategies</p>	<p>Include relevant PEP/EHCP/AR data in wellbeing action plan</p> <p>Thrive reports to be used to inform planning</p> <p>Thrive/ sensory circuit and intervention planning to map pupil individual needs and highlighted areas for required support</p>	<p>SLT</p> <p>Teaching staff</p> <p>Wellbeing lead</p> <p>SENCO</p> <p>PEP/EHCP co-ordinator</p>	<p>Ongoing</p>	<p>Pupil, staff and parent Satisfaction</p> <p>Improved behaviour and attitude</p> <p>Increase in attainment and achievement</p> <p>Bank of resources and activities to promote pupil well being</p> <p>Evidence of individual pupil planning and timetabling</p> <p>Evidence of mapping across school planning and documents</p>	<p>SLT</p> <p>Proprietors</p> <p>Wellbeing lead</p> <p>SENCO</p> <p>PEP/EHCP co-ordinator</p>
<p>Ensure that reward and celebration promote inclusion</p>	<p>Evaluate current reward and celebration approaches</p> <p>Use pupil and staff survey feedback to evaluate views and feelings</p>	<p>SLT</p> <p>Teaching staff</p> <p>Wellbeing lead</p> <p>SENCO</p>	<p>End of Spring term</p>	<p>Improved behaviour and attitude</p> <p>Increase in attainment and achievement</p> <p>Improved behaviour and attitude in assemblies</p>	<p>SLT</p> <p>Proprietors</p> <p>Wellbeing lead</p> <p>SENCO</p> <p>PEP/EHCP co-ordinator</p>

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	Consider pros and con of developing individual reward and celebration approaches Classes to implement low level reward and celebration approaches within their own classes.	PEP/EHCP co-ordinator		Increased levels of peer support, appreciation for other people's efforts and achievement and improved acceptance of own lack of reward (understanding that you may not win on every occasion)	
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Priority 3	Curriculum and teaching				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Provide a positive Thrive experience for selected pupils	SLT to evaluate current Thrive provision Discuss Thrive provision with pupils during sessions Conduct Thrive staff meeting to discuss analysis of Thrive provision Evaluate current Thrive recourses List recourses required and then discuss in SLT meeting Implement changes as appropriate and review impact Update Thrive offer and planning	SLT Thrive practitioners	End of Summer term 1	Improved Thrive provision Improved planning and delivery Improved recourses Improved behaviour and attitude Increase attainment and achievement Positive feedback from pupils and staff	SLT Proprietors
Further improve the quality of pupils	SLT to continue to carry out learning walks and work scrutiny activities SLT to feedback to teaching staff	STL Teaching staff	Ongoing	Pupils will demonstrate improved ability and quality in handwriting. Improved quality in presented work	SLT Proprietors

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<p><b>handwriting and presentation skills</b></p>	<p>Discuss outcomes from learning walks in staff meeting                  Staff to model good handwriting techniques and skills                  Teach, model and promote correct posture and pen position and control                  Staff to physically support pupils to correctly form letters if appropriate                  Encourage pupils to correct errors and practice regularly                  Set actions to improve areas of weakness and development                  Continue to issue pen licences as reward                  Implement actions and observe impact.</p>			<p>Pupils show pride in their work as witness in observations and work scrutiny activities</p>	
<p><b>Increase opportunities for all pupils to improve their spelling ability</b></p>	<p>Evaluate current provision for teaching and improving spelling                  Review planning and deliver of spelling activities by conducting learning walks and work scrutiny activities                  SLT to feedback to teaching staff                  Discuss outcomes from learning walks in staff meeting                  Set actions to improve areas of weakness and development                  Continue with timetabled spelling tests                  Encourage peer testing and marking                  Direct pupils to use dictionaries                  Play word and spelling games in free time                  Use Phonics lessons to improve spelling ability                  Implement actions and observe impact</p>	<p><b>SLT Teaching staff</b></p>	<p><b>Ongoing</b></p>	<p>Improved results from test and assessment activities                  Evidence of corrections made in workbooks                  Witnessed use of dictionaries                  Pupils able to verbally spell words including less common and complex words</p>	<p><b>SLT Proprietors</b></p>

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<p>Evaluate the effectiveness of Early Work Interventions</p>	<p>Carry out work Scrutiny, Lesson Observation and feed back to staff individually and in staff meetings. Produce action plan for improvement and implementation as required Clear mapping to individuals identified assessment Staff to be discussed in staff meetings</p>	<p>SPo to lead GS and SPo to undertake WS &amp; LOs and feedback GS to produce action plan</p>	<p>End of Spring 1 2026</p>	<p>All work will be matched to individuals identified needs. Individual assessments will show pupil progression.</p>	<p>SLT with feedback to Proprietors</p>
<p>Record subject specific lesson observations</p>	<p>Curriculum subject leads to carryout observations Leads to complete record sheet and feedback to individual classes Leads to feedback to curriculum leaders SLT to review observation data Observation data to be discussed during teacher meetings</p>	<p>Subject leads Curriculum leads SLT</p>	<p>Start of spring term and then ongoing</p>	<p>Records of compliance with school marking policies and procedures Date demonstrating progress and attainment Evidence of planning, sequencing and differentiation Evidence of intervention strategies Evidence of strength and weakness Sharing of best practice Support for ECT teachers Support for Teaching assistants</p>	<p>SLT LA Auditors Ofsted Proprietors</p>
<p>Record subject specific work scrutiny observations</p>	<p>Curriculum subject leads to carryout work scrutiny activities Leads to complete record sheet and feedback to individual classes Leads to feedback to curriculum leaders SLT to review observation data Observation data to be discussed during teacher meetings</p>	<p>Subject leads Curriculum leads SLT</p>	<p>Start of spring term and then ongoing</p>	<p>Records of compliance with school marking policies and procedures Date demonstrating progress and attainment Evidence of planning, sequencing and differentiation Evidence of intervention strategies Evidence of strength and weakness Sharing of best practice Support for ECT teachers Support for Teaching assistants</p>	<p>SLT LA Auditors Ofsted Proprietors</p>

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<p>Ensure past primary school age Maths assessment are evidenced on Earwig</p>	<p>Teachers to attempt to gain data from past schools, supported by SLT and school admin Use information with pupil folders Contact IRO and social workers for support if required. Teachers to analyse data and add to Earwig</p>	<p>Teachers SLT School admin.</p>	<p>Spring term As new pupils enrol</p>	<p>Evidence of start point Evidence for planning intervention and differentiation Evidence to support grouping of pupils</p>	<p>SLT LA Auditors Ofsted Proprietors</p>
<p>Evaluate the schools current computing curriculum</p>	<p>Curriculum leaders to review school computing curriculum SLT and curriculum lead to discuss provision and set actions Prioritise actions and implement Review current equipment and recourses Carry out research for appropriate computer programs and platforms SLT to discuss new equipment and recourses required with RE Head teacher to discuss funds with proprietors Carry out lesson observations Analyse observation feedback</p>	<p>Curriculum leads SLT RE Proprietors School admin.</p>	<p>Review during Spring term 1</p>	<p>Planning in place appropriate to need. Evidence of touch type skills being taught and used in classes</p>	<p>SLT LA Auditors Ofsted Proprietors</p>
<p>Embed the use of Pol Ed lessons to enrich school PSHRE provision</p>	<p>Discuss Pol Ed program in whole staff meeting Set up access to platform and recourses for all staff Timetable events and activities Curriculum leads to add Pol Ed to planned timetables Carry out learning walks to ensure compliance and evaluate outcomes</p>	<p>SLT Curriculum Staff RE Teaching staff</p>	<p>Implement during Spring term</p>	<p>Evidence of use via learning walk feedback Evidence of planning Evidence of timetabling</p>	<p>SLT LA Auditors Ofsted Proprietors</p>

# The Stables Independent School



<p>Complete learning walks, observations and work scrutiny in a timely fashion</p>	<p>Dates to be set in diary and disseminated to staff                  Subject leads to complete lesson observation for subject area and feed back to teaching staff and SLT                  Subject leads to complete work scrutiny for subject area and feed back to teaching staff and SLT                  Head teacher and deputy head teacher to conduct learning walks and observations across all subjects and classes.                  Carry out focused observations                  Head and deputy head to feedback to class staff                  Analysis of observation data to be discussed in SLT and staff meetings                  Actions to be set, implemented and reviewed.</p>	<p>Subject leads                  Head teacher                  Deputy head teacher                  SLT</p>	<p>During Spring term and ongoing</p>	<p>Evidence of activities in school diary and outlook                  Evidence of observation and work scrutiny outcomes, strengths, weaknesses and areas for development</p>	<p>SLT                  LA Auditors                  Ofsted                  Proprietors</p>
<p>Ensure staff numbers, skills and experience map needs of school and current cohort</p>	<p>SLT and proprietors to discuss current staff as agenda item in meeting                  Head teacher to evaluate current SENCo role and SLT to discuss options                  School admin. To update training matrix                  SLT to discuss training requirements                  Head teacher to discuss budgets with proprietors                  Use SEN register, EHCP data, SEN audit and IBP to map pupil need with staff skill sets                  Review current Sensory provision and produce report.</p>	<p>SENCo                  SLT                  Proprietors</p>	<p>Spring term 2</p>	<p>Individual pupil's needs meet by appropriate staff with suitable training and experience                  Clarity for SENCo role and responsibility                  Up to date training matrix                  Evidence of clear Sensory provision and planning for all pupils that benefit from it.</p>	<p>SLT                  LA Auditors                  Ofsted                  Proprietors</p>

# The Stables Independent School



<p>Phonics – consistent and systematic approach used across the school</p>	<p>Head teacher and subject lead to carry out observations in all Phonics lessons and complete feedback paperwork Set actions for development and implementation NP to feed back to SLT and teachers Review impact of set actions during further observations</p>	<p>Head teacher Subject lead</p>	<p>Spring term Ongoing</p>	<p>Evidence of high-level planning Evidence of strengths, weaknesses and areas for development Evidence of clear actions and implantation planning. Evidence of improved planning, delivery and best practice</p>	<p>SLT LA Auditors Ofsted Proprietors</p>
<p>Teachers to observe how a speed sounds session is delivered to enable the pupils to make accelerated progress in reading.</p>	<p>Teachers to visit a RWI Hub school to observe best practise of how to deliver a speed sounds session. The staff will attend phonics training delivered by the phonics lead. They will be supported to understand how to deliver each part of the session to ensure consistency across teaching groups. The phonics lead will team teach alongside colleagues to deliver best practise.</p>	<p>Phonics lead</p>	<p>During Summer term</p>	<p>The phonics lead will observe a more consistent approach to delivering a speed sounds session during observations in the summer term. Teachers will demonstrate greater confidence when delivering speed sound sessions. Evidence of accelerated pupil progress in reading</p>	<p>SLT</p>
<p>Allocate North Norfolk Virtual school year of reading funds</p>	<p>HT to send out class wish list for yearly comic or magazine subscription School admin. to order desired comics or magazines.</p>	<p>HT Class staff School Admin</p>	<p>Summer term 1</p>	<p>Observed evidence of pupils reading comics or magazines Positive feedback from pupils Evidence of items being stored appropriately and shared amongst other classes if appropriate and suitable.</p>	<p>SLT LA audits</p>

# The Stables Independent School



# The Stables Independent School



Priority 4					
Achievement					
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Ensure assessment data is mapped to data collection systems	<p>Earwig lead, supported by SLT to review data on Earwig</p> <p>Evaluate areas of strength and weakness.</p> <p>Discuss assessment recording processes in focused staff meeting</p> <p>Curriculum leads to review planning to ensure assessment data is being used to inform planning</p> <p>SENCo and PEP co-ordinator to ensure assessment data is current on all PEP/EHCP/AR paperwork</p>	<p>Earwig lead</p> <p>Curriculum leads</p> <p>SLT</p> <p>SENCo</p> <p>PEP co-ordinator</p>	<p>Spring term</p> <p>Ongoing</p>	<p>Clear evidence of assessment data used to inform planning, differentiation and delivery</p> <p>Evidence of current assessment data on paperwork</p> <p>Evidence of attainment, progression and areas for development</p>	<p>SLT</p> <p>LA Auditors</p> <p>Ofsted</p> <p>Proprietors</p>

# The Stables Independent School



Priority 5					
Attendance and behaviour					
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Clear criteria for exclusion and inclusion of pupils	<p>SLT to review policies and procedures</p> <p>Ensure policies align with new proprietor requirements</p> <p>Ensure policy changes are reflected in associated policies</p> <p>Policy changes to be approved by proprietors</p> <p>New policy to be added to website</p>	<p>SLT</p> <p>Proprietors</p>	<p>Spring term</p> <p>Reviewed annually</p>	<p>Up to date policy</p> <p>Website up to date</p> <p>Clear and precise guidance for all staff, SW, parents/cares</p> <p>Clarity for staff and pupils</p>	<p>SLT</p> <p>LA Auditors</p> <p>Ofsted</p> <p>Proprietors</p>
Implement a program of supervision to ensure effective use of DDP and support staff	<p>Head teacher and Deputy to plan supervisions</p> <p>Informal supervisions available from SLT</p> <p>All staff to attend</p> <p>Notes of supervisions to be recorded and stored</p>	<p>Head teacher</p> <p>SLT</p>	<p>As soon and practical possible</p> <p>Ongoing</p>	<p>Set timetable of meetings</p> <p>Notes available</p> <p>Evidence of strengths, weaknesses and areas for development</p> <p>Highlighted areas of concern with aet actions</p>	<p>SLT</p> <p>LA Auditors</p> <p>Ofsted</p> <p>Proprietors</p> <p>MM</p> <p>DH</p>
New staff to receive training in therapeutic approaches of DDP (Dyadic Developmental Practice) and PACE	<p>Staff will be eligible on successful completion of probation period</p> <p>SLT to arrange training when dates become available (group training)</p> <p>Cover to be arranged for staff attending training</p> <p>SLT to arrange CPD refresher training as appropriate</p>	<p>SLT</p> <p>School admin</p>	<p>Ongoing</p>	<p>Full trained staff team</p> <p>DDP and PACE embedded across the school</p>	<p>SLT</p> <p>LA Auditors</p> <p>Ofsted</p> <p>Proprietors</p> <p>MM</p>

# The Stables Independent School



<p>Ensure school has up to date information from clinical psychologist meetings with the residential homes</p>	<p>Member of SLT to attend clinical psychologist meetings with the residential homes  SLT to request minutes of meeting  Minutes stored on OneDrive and disseminated at whole school staff meetings  Review IBP/EHCP/intervention plans/targets considering new information</p>	<p>SLT  PEP Co-ordinator  SENCo  Teaching staff  Behaviour lead</p>	<p>Within one week of meeting date</p>	<p>Up to date pupil information  Appropriate support in place for pupils  Up to date planning, intervention and differentiation</p>	<p>SLT  LA Auditors  Ofsted  Proprietors  SW</p>
<p>Comply with new DfE Use of reasonable force and other restrictive interventions in schools' requirements</p>	<p>Clarify definition of guide and escort using guidance document. Produce appropriate written definition  Update definition of significant incident using guidance document. Update school policy.  Update CPOMS terminology. Evaluate current CPOMS categories and ensure the reflect new definition of "significant incident".</p>	<p>RE  Behaviour lead  SLT  School admin.</p>	<p>All in place by 1<sup>st</sup> April 2026  Reviewed 7<sup>th</sup> April 2026</p>	<p>Compliance  Increased safeguarding  Improvement in communication  Increase</p>	<p>SLT  LA Auditors  Ofsted  Proprietors  SW</p>

# The Stables Independent School



	<p>Add Seclusion category to CPOMS list Amend recording policy Establish and embed a suitable reporting procedure Discuss changes and amendments required in SLT meeting Disseminate new policies, processes and recording procedures in whole school staff meeting</p>				
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# The Stables Independent School



Priority 6					
Personal development and well-being					
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Deliver Lego Therapy as appropriate	<p>Train more staff as Lego Practitioners</p> <p>Appoint lead practitioner</p> <p>Ensure Lego kits are complete with instruction and paperwork required</p> <p>Timetable sessions, possibly one class per term</p> <p>Consider building Lego therapy into DT lessons for upper school</p>	SLT Lego lead	Spring term 2 Ongoing	<p>Lego therapy observed as per timetable</p> <p>Positive feedback from staff and pupils</p> <p>Recorded photographic evidence</p> <p>Recorded evidence on Earwig</p>	SLT LA Auditors Ofsted Proprietors SW
Improve provision for upper school outdoor play equipment	<p>Evaluate provision for upper school (Badgers class)</p> <p>Obtain wish list from upper school pupils of play equipment</p> <p>Discuss wishes in SLT/Proprietors meeting</p> <p>SENCo and PEP co-ordinator to arrange Pupil premium money to fund swing and pull up bar</p> <p>JB to set date for installation</p> <p>JB and school admin. to source suitable swing.</p> <p>School maintenance team source raw materials</p> <p>School admin to release funds</p> <p>School maintenance to install equipment to install</p>	SLT SENCo PEP co-ordinator Maintenance team	Installed during Spring term 2	<p>Equipment in place</p> <p>Equipment witnessed being used</p> <p>Positive feedback from staff and pupils</p>	SLT LA Auditors Ofsted Proprietors SW

# The Stables Independent School



<p>Include whole class Theraplay sessions into school timetables.</p>	<p>Discuss with MM and DH and establish availability Discuss in SLT Curriculum lead to add to timetable</p>	<p>SLT MM DH Curriculum lead</p>	<p>End Spring term 1 Ongoing</p>	<p>Session evident on timetables Reports of session from DH Tracking sheets Feedback from staff and pupils</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>
<p>Install lighting, heating and seating in Yurt</p>	<p>JB to explore options and prices JB to produce report for SLT/Proprietors meeting Proprietors to secure funding JB to arrange purchase and installation of agreed lighting and heating system. JB to organise installation of seating with school maintenance department</p>	<p>JB SLT Proprietors SENCo PEP co-ordinator School admin. Maintenance team</p>	<p>Summer term 1</p>	<p>Appropriate seating and storage in place Appropriate heating and lighting system in place Positive feedback from staff and pupils Positive feedback from proprietors</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>
<p>Establish a mental health action group</p>	<p>Discuss idea and options in SLT and whole school meetings Mental health lead to establish action group members with support from SLT Date and agenda to be set for first action group meeting</p>	<p>SLT Mental health lead Action group members</p>	<p>Summer term 2 Regular meeting ongoing</p>	<p>Evidence of meeting agenda and meeting notes with actions Positive feedback from action group staff, and pupils Evidence of events/activities/support offered</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>
<p>Establish a peer support program</p>	<p>Discuss in SLT and whole school staff meetings Discuss with pupils in whole school assembly or in individual classes Establish a lead person (Staff and pupil) to oversee program Produce an intent, implementation and impact statement Develop peer support structure</p>	<p>SLT School staff Pupils Lead staff and pupil</p>	<p>Summer term 2</p>	<p>Observations of peer support activities in action Positive feedback from staff and pupils Records of impact, strengths, weaknesses and areas for development</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>

# The Stables Independent School



	<p><b>Conduct peer support activities and record impact</b></p> <p><b>Review peer support program</b></p>				
<p>BUSS therapy to be available to all pupils as appropriate.</p>	<p>HT and school admin to research training availability</p> <p>HT to discuss with SLT and staff team appropriate personnel to complete training</p> <p>HT and IMK to be booked on next available training program</p> <p>Training dates to be added to calendar</p> <p>Cover to be arranged if required</p>	<p>HT</p> <p>School admin</p>	<p>Before end of Summer team 1</p>	<p>BUSS therapy being delivered in school</p> <p>Evidence of training on school CPD matrix</p> <p>BUSS therapy session write ups used to inform planning and interventions</p>	<p>SLT Proprietors</p>

# The Stables Independent School



Priority 7					
Early years					
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Develop a program of learning that meets the needs of the pupils in Dragonfly class	Review information of need, stage, level and desired outcomes Discuss in SLT meeting HT to meet with Dragonfly staff NP, Curriculum lead and HT to develop suitable program of education and learning which maps needs of pupils Produce timetable which includes suitable enrichment activities	HT Curriculum lead NP	Spring term 1 Review to be ongoing	Suitable program being delivered Observation of teaching and learning Positive feedback from staff, pupils, parents cares and local authority personnel	SLT LA Auditors Ofsted Proprietors SW
Ensure Staffing, rooming and resources are in place to map the curriculum and the needs of the pupils	Discuss staffing in SLT and proprietors meeting Establish need and requirements Audit current resources that are available Produce wish list for new resources Source and purchase required equipment as sanctioned by SLT and proprietors SENCo and PEP co-ordinator may support with pupil premium funds	HT Curriculum lead NP Proprietors School admin	Spring term 1 Review will be ongoing	Pupils working in a suitable learning environment with the resources available to support attainment and achievement Positive feedback form observations Positive feedback from staff and pupils	SLT LA Auditors Ofsted Proprietors SW
Install new log cabin within school grounds for Dragonflies class	Discuss in Proprietors meeting Add details to governor's report Proprietors to feedback to HT Dragonflies staff and SLT to discuss desired layout of interior of classroom SLT to meet with Maintenance team Set timescale for works Discuss with staff in team meeting	SLT Proprietors Maintenance team	Draft plan end Spring term 1 Work to be completed by start of summer term 1 2026	Suitable learning environment Best use of recourses and space Positive feedback from staff and pupils Positive feedback from parent/carers and SW Increase attainment and progression Reduction in negative behaviours	SLT LA Auditors Ofsted Proprietors SW

# The Stables Independent School



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Priority 8		Leadership and Governance			
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Implement and monitor a program of staff wellbeing support and activities	<p>Appoints staff wellbeing lead</p> <p>Wellbeing lead to obtain staff concerns, wishes and feelings</p> <p>Discuss findings with SLT</p> <p>Wellbeing lead to develop program of events, activities and celebrations</p> <p>Wellbeing lead to discuss any finances required</p> <p>Wellbeing lead to present program to whole school staff.</p>	Wellbeing lead SLT	Start Spring term 1 Ongoing after this	<p>Suitable program in place</p> <p>Positive feedback from Staff</p> <p>Participation in events, activities and celebrations</p> <p>Feedback from supervision sessions</p>	SLT LA Auditors Ofsted Proprietors

# The Stables Independent School



<p>Evaluate and update SEF and SDP</p>	<p>Head teacher and deputy head to meet and discuss process  DHT will develop new SDP and SEF using Ofsted guidance and descriptors  DHT will populate SDP  HT and DHT will work jointly to populate SEF  DHT will review and update both documents on a weekly basis  All staff and proprietors will have access to documents  Only designated staff will be allowed to adapt or add content  Staff wishing to contribute to present ideas to DHT or HT  DHT to develop one page SDP with support of school admin</p> <p><b>SDP and one page version to be added to website by RE.</b></p>	<p>HT  DHT  School admin.  RE</p>	<p>Documents populated by end of Spring term 2026  Review and update will be ongoing</p>	<p>Up to date website  Accessible information  SEF highlighting strengths, weaknesses and areas for development  SDP evidencing clear, precise detail with achievable timescales  Dated up dates to both documents</p>	<p>SLT  LA Auditors  Ofsted  Proprietors  SW  Parents/carers  Stakeholders</p>
<p>Formalise the school SENCO role and responsibilities</p>	<p>SLT and proprietors to discuss SENCo provision in focused meeting  SLT to consider employing full or part time SENCo  Consider existing member of teaching staff for part SENCo part teacher role  Consider buying in SENCo support to work on ECHP targets and paperwork. HT to explore options and costs  Consider HT and DHT sharing SENCo role and responsibilities.  HT and DHT to discuss in structured meeting  HT to present desired options to proprietors</p>	<p>HT  DHT  RE  School admin.  Proprietors</p>	<p>Final decision by end of Spring term 2</p>	<p>Suitable provision in place  High quality EHCP's  Accurate, precise information  Timely completion of paperwork  Improvements to SLT workload</p>	<p>SLT  LA Auditors  Ofsted  Proprietors  SW</p>

# The Stables Independent School



<p>Ensure pupil SEN information, targets, actions and progression is mapped across all relevant documents</p>	<p>SLT to discuss current practices HT, DHT and SENCo support to complete new SEN audit and update SEN register using information from PEP/EHCP/AR HT to conduct focus meeting and training session on mapping information JB to review and update pupil IBP Teaching staff to review and update One-page profiles SLT to establish calendar for review activities across all pupil paperwork.</p>	<p>HT DHT JB Teaching staff SENCo support PEP co-ordinator</p>	<p>End of Spring term Updating will be ongoing as per schedule</p>	<p>Accurate pupil information Mapping of information across all paperwork Evidence of scheduled review activity Meeting and training records Evidence of information informing planning</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>
<p>To deliver cooker lessons within existing kitchen environment</p>	<p>JB to assist condition of kitchen and equipment JB to explore requirement for obtaining suitable health and safety and food hygiene certificates Appoint a kitchen manager internally JB and kitchen manager to produce an action plan detailing requirement, actions and timescales JB and school admin. to source appropriate CPD training for all staff at suitable levels for their role within the cookery teaching program JB to meet with maintenance team to discuss work needed HT and JB to conduct focused staff meeting to discuss plans, training and timescales JB to book initial review visit Use report update action plan</p>	<p>SLT Proprietors School staff School Admin. Maintenance team</p>	<p>Initial review by end Spring term 1 Kitchen full operating as teaching environment by start of Autumn term 1 2026</p>	<p>Kitchen environment suitable to teach cookery as part of the curriculum Cleaning rota in place Signage in place Full equipped kitchen Acquisition of Health and Safety and Food Hygiene certificate All staff appropriately trained</p>	<p>SLT LA Auditors Ofsted Proprietors SW</p>

# The Stables Independent School



<p>Secure new or second school vehicle</p>	<p>Discuss the end for another school vehicle in Proprietors meeting Add information to governor's report Book VW vehicle in for repairs Proprietors to inform HT of any decisions made with time scales</p>	<p>SLT Proprietors JB</p>	<p>End Spring term 2</p>	<p>Suitable vehicles in place to meet pupil numbers and need Suitable number of vehicles to meet the needs of the curriculum and timetables</p>	<p>SLT Proprietors</p>
<p>Improve HR performance management process</p>	<p>HT to discuss with Proprietors Consider an educational professional joining the process HT to discuss current practice at The Beeches School Discuss with RE Present options to SLT and proprietors</p>	<p>HT Proprietors SLT RE</p>	<p>By the end of Spring term two</p>	<p>Educational professional in place Feedback from LA audit New guideline for performance management in place and implemented</p>	<p>SLT Proprietors LA auditors</p>
<p>Increase the school pupil capacity</p>	<p>Discuss current pupil role with SLT and proprietors Agree a suitable school capacity Explore process for a material change HT to complete paperwork and submit</p>	<p>HT Proprietors SLT RE</p>	<p>By the end of Spring term two</p>	<p>Confirmation on new capacity Evidence of change to paperwork</p>	<p>SLT Proprietors</p>

# The Stables Independent School



## 6. Planned or desired developments (premises, buildings, environment etc)

Area for improvement and expected impact	Funding source/key dates	Details of associated documents for further details
Extra cabin/ teaching space/library		
Designated office building		
Cookery teaching kitchen area		
Yurt heating and lighting		

## 7. Finances

Identify which funding streams will be used for key parts of the action plans

Main school budget:

- CPD
- Wellbeing support and activities
- Enrichment opportunities and activities – gym equipment, swing, table tennis and foosball table etc (PEP Money)

# The Stables Independent School



- Classroom improvement and teaching resources
- First aid training
- Thrive training

Capital funding:

- 

Other funding streams:

- 
- 

Summary of resource costs on action plans

Resource	Action Plan Reference	Action Summary (see Action Plan for success criteria and evaluation)	Funding Stream	Cost
CPD	Priority 8			
Cabin/teaching space	Priority 2/8			
Invetsmqnt in IT/equipment	Priority 1/2/3/5			
DDP Training	Priority 8	Completed by current staff		

# The Stables Independent School



Table tennis table	Priority 2/6	In place	Pupil premium	
Foosball table	Priority 2/6	In place	Pupil premium	
Outdoor gym equipment	Priority 2/6	In place	Pupil premium	
Band Wagon	Priority 2/3/4/6	Ongoing	Pupil premium	
Swing	Priority 6	In place	School budget	
Upper School swing	Priority 6			
Yearly year play equipment	Priority 6/7			
Total resource cost in action plans				