

# The Stables Independent School



## School Improvement Plan 2024 – 2025

### Contents

1. Summary of the vision for the school
2. Ofsted, local and national priorities
3. Emerging three year objectives
4. Headline priorities for 2024/25
5. Action plan
6. Planned developments (premises, buildings, environment etc)
7. Finances – linking improvement with funding **and/or** summary of resource costs of action plans

# 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.

# The Stables Independent School



## 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.
- 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 Stables Independent School



- 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.](#)

# The Stables Independent School



## 3. Three-year objectives

Year 1 2023-24	Year 2 2024-25	Year 3 2025-26
Exceed all Independent school standards. Ensure all teaching standards are met and maintained.	Strive to meet all Ofsted outstanding descriptors and standards To deliver outstanding lessons across the entire curriculum Ensure all staff are suitably trained through CPD activities to excel in their respective roles.	To provide a full and comprehensive therapeutic offer.
To deliver outstanding lessons across the entire curriculum Produce planning documents as senior leaders intend	Support pupils to produce high-quality, well-presented work which demonstrates good handwriting skills and ability.	To explore the use of accredited outcomes at appropriate levels.
Maintain a stable staff structure with clear roles and responsibilities	To deliver high quality assessment activities following assessment plans and timetables and that the assessment data is used to inform planning.	
Ensure all staff are suitably trained through CPD activities to excel in their respective roles.	Install Yurt or similar outside building for use as classroom, performance area and enrichment activity space.	

# The Stables Independent School



## 4. Headline priorities and objectives for 2024 - 25

Priorities	Objectives	Impact	Evidence of need
<b>Priority 1:</b> <b>The quality of education</b>	<ul style="list-style-type: none"> <li>To meet all Ofsted outstanding descriptors and standards</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, and other core subjects whilst meeting their potential in all areas of school life</li> </ul>	<p>School able to provide the best opportunities for all our pupils to achieve to their full potential and be ready for the next stage in the educational journey.</p> <p>Pupils able to demonstrate skills, ability and pride in their presented work.</p>	<p>Ofsted feedback and area of development.</p> <p>Feedback from pupil voice.</p> <p>To ensure outcomes map the ethos and values of the school</p>
<b>Priority 2:</b> <b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li>To continue to meet all Ofsted outstanding descriptors and standards</li> <li>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.</li> </ul>	<p>Our school is a calm and nurturing environment where everyone feels safe, valued and respected.</p> <p>A positive school culture built on appropriate and positive behaviour and attitudes benefits everyone by fostering an environment where learning, growth, and personal development can thrive</p>	<p>Whole school desire to reduce negative behaviours and increase positive ones.</p> <p>Reduce the incidents of misunderstanding and confusion with behaviour management, expectation and reward.</p> <p>Proprietor and SLT desire for school to provide full therapeutic offer.</p>

# The Stables Independent School



<b>Priority 3: Personal development</b>	<ul style="list-style-type: none"> <li>To continue to meet all Ofsted outstanding descriptors and standards</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>	<p>School able to provide outstanding opportunities for all our young people to develop their own personalities, interests and skills.</p> <p>Increased opportunities for pupils to socialise inside and outside of school.</p>	<p>Evidence of gaps in personal development.</p> <p>PEP and EHCP targets</p> <p>Feedback from school staff and pupils</p> <p>Data from trackers</p>
<b>Priority 4: Leadership and management</b>	<ul style="list-style-type: none"> <li>To meet all Ofsted outstanding descriptors and standards</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> </ul>	<p>School is providing opportunities for all our pupils to achieve to their full potential.</p> <p>Staff feel valued and can achieve to their full potential</p>	<p>Ofsted feedback and area of development.</p> <p>Produce documents that led and support whole school development and improvement.</p> <p>Feedback from staff wellbeing surveys and team meetings.</p> <p>Proprietor and SLT desire for school to provide full therapeutic offer.</p>

# The Stables Independent School



## 5. Action plans for 2024 - 25 priorities

Priority 1	The quality of education				
Headline Objectives	<ul style="list-style-type: none"> <li>To meet all Ofsted outstanding descriptors and standards</li> <li>Further improve library provision within the school</li> <li>Further improve facilities for Thrive delivery</li> <li>Ensure lessons provide opportunities for pupils to develop their handwriting skills and abilities</li> <li>Teaching staff to receive Mastery Math CPD</li> <li>Ensure Earwig data informs annual reviews and PEPs</li> <li>Complete SEN pupil mapping and review termly</li> <li>To complete SOW for all curriculum areas</li> <li>Ensure appropriate use of extension tasks and rewards during lessons</li> </ul>			success criteria	<p>Evidence detailing how outstanding descriptors are met for quality of education and leadership and management.</p> <p>Evidence detailing how outstanding descriptors continue to be met for Behaviour and attitude and personal development.</p> <p>Evidence in planning documents detailing how opportunities will be delivered and evidence of improvement in pupil workbooks.</p>
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 library experience for all pupils	<p>Move library resources into new cabin building.</p> <p>Increase the quantity and diversity of books available.</p> <p>Appoint librarians from upper school pupils – review needed</p>	Head teacher	<p>September 2024</p> <p>New library area to be in use by Autumn term half term holiday</p>	<p>Appropriately stocked library which is in regular use by all pupils at the school. Ongoing.</p> <p>Librarian appointed with allocated time set aside for library duties.</p>	<p>SLT</p> <p>New build awaiting planning permissions. Planned date Spring 2025</p> <p>Building base needs to be installed</p> <p>New books purchased</p> <p>Library bus visiting termly</p>



# The Stables Independent School



Provide a positive Thrive experience for selected pupils	<p>Move Thrive resources into new cabin building.</p> <p>Increase the quantity and diversity of Thrive resources available.</p> <p>Increase the number of trained Thrive practitioners.</p>	All staff HD and Thrive practitioners SLT/Proprietors	New room in full use Autumn term 1 2024	Appropriately resourced Thrive room in regular use by all identified pupils. Suitable number of trained Thrive practitioners to meet pupil needs.	<p>SLT Proprietors</p> <p>New build awaiting planning permissions. Planned date Spring 2025</p> <p>Building base needs to be installed</p> <p>Lego scheme purchased</p> <p>Scheme of work to be adapted to contain Lego activities</p> <p>Extra box of Lego electrical components purchased.</p> <p>Third member of staff to deliver Thrive and thus increase accessibility.</p> <p>Forth staff member now delivering cookery as Thrive activity. Fifth member of staff supporting Outdoor Learning Thrive</p>
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# The Stables Independent School



<p>Improve the quality of pupils handwriting and presentation skills</p>	<p>Carry out evaluation of school handwriting policy.</p> <p>Carry out series of focused learning walks and observations. Ensure staff are modelling good handwriting and presentation skills.</p> <p>Audit staff knowledge, ability and confidence to instruct on handwriting skills. Evaluate staff CPD requirements.</p>	<p>Head teacher</p> <p>Deputy head teacher</p> <p>Curriculum lead</p>	<p>Autumn term 1 2024</p>	<p>Evidence noted during work scrutiny activities and displayed work.</p> <p>Appropriate staff trained and able to improve pupil's skills and understanding.</p>	<p>SLT</p> <p>Proprietors</p> <p>Curriculum lead</p> <p>Audit feedback</p> <p>Teach Handwriting scheme purchased. Resources add to OneDrive.</p> <p>Staff to be trained. Staff attending Read/write inc. W/C 16.09.2024</p> <p>Head teacher to carry out learning walks.</p>
<p>Improve opportunities for all pupils to improve their spelling ability</p>	<p>Review current provision and delivery</p> <p>Investigate further spelling schemes and resources</p> <p>Designate specific lesson time to spelling skills</p>	<p>HT</p> <p>DHT</p>	<p>End autumn term</p>	<p>Evidence in book of improved spelling ability</p> <p>Evidence of improved scores or ratings on spelling assessments</p>	<p>SLT</p> <p>Curriculum lead</p> <p>Proprietors</p> <p>Whole school spelling activities and assessments added to timetable.</p> <p>Pupils grouped for phonics.</p> <p>Groups to be reviewed after half termly assessments.</p> <p>Head teacher to carry out learning walks</p>

# The Stables Independent School



To ensure assessment takes place as per assessment plan and timetable	<p>Review timetabling.</p> <p>Include precise deadlines for assessment activities and ensure resources are available.</p> <p>Ensure staff are confident and able to carry out assessment using the prescribed methods and record results accurately.</p>	<p>Head teacher</p> <p>Deputy head</p>	<p>Timetables in place for start autumn term 1 2024</p> <p>Review end Autumn term 1 2024</p>	<p>Evidence of assessment taking place as per timetable.</p> <p>Accurate and timely assessment data available for analysis and planning</p>	<p>Head teacher</p> <p>Deputy head</p> <p>Curriculum lead</p> <p>Deadlines added to whole school calendar.</p>
Evaluate the use of extension tasks and reward time	<p>Plan and timetable a succession learning walks with recorded feedback.</p> <p>Review learning walk analysis with SLT</p>	<p>Deputy head teacher</p> <p>SLT</p>	Autumn term 2	<p>Observed and recorded evidence of extension tasks used in classes.</p> <p>Record of reward time activities in classes.</p>	<p>Head teacher</p> <p>SLT</p> <p>Timetable in place</p> <p>Recorded learning walk feedback stored electronically and in hard copy</p>
Analysis the use of accredited outcome for upper school pupils	<p>Research possible sources of accredited qualifications and short courses.</p> <p>Possible courses to ab added to SLT/Proprietor meetings</p>	Deputy head teacher	Ongoing	<p>Evidence of suitable provider sources.</p> <p>Evidence of costings.</p> <p>Evidence of Intent, Implementation and Impact</p>	<p>SLT</p> <p>Not currently appropriate to needs of school or pupils</p>
Further improve the curriculum planning documents and process	<p>Evaluate current planning paperwork.</p> <p>Review the use of A.I. to improve content of SOW and reduce workload</p> <p>Present draft documents to SLT for review before being made available for use.</p>	<p>Head Teacher</p> <p>Deputy Head</p> <p>Curriculum leads</p>	End of Spring term 1 and reviewed termly	<p>New paperwork in use.</p> <p>SOW map needs of pupils, school, standards, appropriate National Curriculum and meet need of auditing bodies.</p>	<p>SLT</p> <p>Proprietors</p> <p>Curriculum lead</p> <p>Teaching staff</p> <p>Head teacher now head of curriculum</p> <p>Curriculum leads using AI to assist with planning documents</p>

# The Stables Independent School



					New documents in general use Review and adaption completed
All staff to receive CPD in Mastery Maths	SLT to discuss at proprietors meeting (12.02.25). School Math lead to explore suitable training provider SLT to discuss funding	SLT Proprietors  Math led	End of Spring term 2	All appropriate staff are certificated for Mastery Math Mastery Math techniques observed during lesson observations	SLT Training added to CPD matrix
Ensure Earwig data informs annual reviews and PEPS	Head teacher, curriculum lead and teaching staff to ensure data on Earwig is current and up to date SENCo, assistant SENCo and appropriate teaching staff to map data to PEP and AR documents	SENCo Assistant SENCo  Appropriate teachers	Continuously	Up to date Earwig assessment data Data included in PEP and AR paperwork	SLT Data reviewed  Data up to date  PEP and AR documents meet desired standard
Produce and maintain up to date SEN provision maps for all pupils	Develop appropriate format to collate information Populate individual Provision map for all pupils using information within EHCP, PEP, AR, IBP, Tracking data and INDES documents.	Deputy head teacher	End of Spring term 1 and reviewed termly	Mapping documents that provide evidence of provision in place which can be used for PEP/AR/EHCP meets and inform teaching and learning	SLT Proprietors Completed mapping documents  Dated evidence of review

# The Stables Independent School



To ensure the appropriate use of extension tasks and reward time during timetabled lessons	Carry out focused learning walks Discuss feedback in SLT meeting Discuss feedback and appropriate actions in full staff meeting	SLT	End of Summer term 1 Review ongoing	Recorded evidence from observations and work scrutiny Pupil feedback	SLT Proprietors  Lessons observed with recorded feedback  Review added to agenda for full staff meetings
<b>Evaluation of priority 1 (Overall success)</b>		Ofsted May 2024 rated quality of education as good with many elements meeting outstanding descriptors			

Priority 2	Behaviour and attitudes			
<b>Headline objectives:</b>	<ul style="list-style-type: none"> <li>To further increase the number of opportunities for pupils to socialise with each other</li> <li>Further facilitate pupils to take ownership for improving behaviours and attitudes around school.</li> <li>Ensure consistency of expectation, rewards and sanctions considering individual starting points.</li> <li>Implement the therapeutic approaches of DDP (Dyadic Developmental Practice) across the school</li> <li>Instigate program of clinical supervision to ensure effective use of DDP</li> <li>SLT to attend clinical psychologist meets with care homes</li> <li>Member of SLT to become Thrive practitioner</li> </ul>	<b>Success criteria</b>	Recorded evidence. Observations of pupil interaction. Recorded and observed evidence of improvements in behaviour and attitude. Clearly defined and understood approach with evidence to demonstrate consistency. DDP approaches evident in the planning and delivery of lessons.	

# The Stables Independent School



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)
Further improve the effectiveness of the school council	<p>Carry out new elections for council leaders.</p> <p>Review timetables and allocate student council activities</p> <p>Timetable whole school student council meetings half termly.</p>	<p>Head teacher</p> <p>Deputy head</p> <p>Curriculum lead</p>	<p>Timetables in place for start autumn term 1 2024</p> <p>Review end Autumn term 1 2024</p>	<p>Student council meeting not available for analysis.</p> <p>Evidence of pupils leading student council activities.</p> <p>Notes from meetings between student council leaders and SLT</p>	<p>SLT</p> <p>Curriculum lead</p> <p>Proprietors</p> <p>Student council sessions added to timetables.</p> <p>DH and curriculum lead to meet and plan. WC 16.09.2024.</p>
Review the effectiveness and use of the school council	<p>Discuss school council in SLT meeting</p> <p>Discuss in full staff meeting</p> <p>Class teachers to talk to pupils in a class meeting.</p> <p>Carry out observations of Student council meetings</p> <p>Review the use of Smart School Council platform</p>	<p>DH</p> <p>Class teachers</p>	<p>End of Spring term 1 2025</p>	<p>Observations and witness statements</p> <p>Data of Smart Council platform</p> <p>Staff and pupil feedback</p>	<p>SLT</p>

# The Stables Independent School



All school staff to apply expectation, rewards and sanctions consistently across all classes	<p>Review positive behaviour policy</p> <p>Discuss expectations, sanctions and consistence in SLT and staff meetings.</p> <p>Review individual behaviour plans.</p> <p>Hold staff meets to read and analysis IBP's.</p>	Behaviour lead SLT	Throughout Autumn term 2024. Review of IBP is ongoing	<p>Regular review pattern established for all IBP's</p> <p>All IBP's current</p> <p>Evidence of staff meeting notes</p> <p>Consistency evident in sanctions, reporting and rewards</p>	<p>SLT</p> <p>Proprietors</p> <p>Policy, IBP updated</p> <p>Good choices not being used correctly</p> <p>Meeting notes on OneDrive</p>
All staff to use Good Choices to promote good behaviour that is happening in school.	<p>Class staff to record Good Choices throughout the week.</p> <p>Behaviour team to check on the content of Good Choices end of week alert RM's &amp; foster carers</p> <p>SOM to add to PEPS</p>			<p>Good choices will reflect pupil's true actions.</p> <p>Pupil voice on how they feel they have been recognised</p>	<p>Behaviour Team</p> <p>PEPS reflect the Good Choices</p>
All staff will be DDP trained and gain experience over time	<p>Carry out focused learning walks.</p> <p>Discuss DDP in staff meeting.</p> <p>Discuss DDP in supervisions</p>	Deputy head Head teacher		<p>DDP attended by all designated staff.</p> <p>Use of DDP approach evident in planning, classroom delivery and all interactions with pupils as appropriate.</p>	<p>SLT</p> <p>Proprietors</p> <p>Focused learning walk dates added to whole school calendar.</p>
All CPOMS entries are accurate and submitted fully.	<p>Carry out review of CPOMS categories.</p> <p>Analysis and report on CPOMS entries.</p> <p>Review training for staff</p>	SLT Behaviour lead	End autumn term 2 2024	<p>Clear and precise CPOMS submissions.</p> <p>Suitable categories on system to meet needs of staff and pupils.</p> <p>Incidents submitted in a timely fashion.</p>	<p>SLT</p> <p>Behaviour lead</p> <p>Proprietors.</p> <p>New categories in use.</p>

# The Stables Independent School



Clear criteria for exclusion and inclusion of pupils	SLT to discuss. Discuss in staff meeting	SLT Behaviour lead	End Autumn term 2 2024	Clear and precise criteria, share and understood by all staff. Clear and precise CPOMS entries submitted in a timely fashion.	SLT Behaviour lead Policy updated
Implement a program of clinical supervision to ensure effective use of DDP	Head teacher to discuss this with Proprietors and clinical team	Head teacher	End of Spring term 1	Clinical supervisions added to school calendar  Supervision notes stored on OneDrive	SLT
To assign a member of SLT to attend clinical psychologist meets with care home staff	Designate an appropriate member of SLT to attend meetings. Inform care home managers of who will be attending	Head Teacher	Continuously	SLT added at attendees list  Notes stored on OneDrive	SLT  GS currently attending
Evaluation of priority 2 (Overall success)		Ofsted May 2024 rated behaviour and attitude as outstanding			



# The Stables Independent School



Priority 3					
Personal development					
Headline objectives:	<ul style="list-style-type: none"> <li>Further increase opportunities for pupils to socialise and build social capital</li> <li>Further development to the enrichment program</li> <li>Install YURT /outdoor learning space within school grounds</li> <li>Introduce rock climbing to the enrichment program</li> <li>Evaluate pupil needs identification, recording and mapping documents and processes</li> </ul>			Success criteria	New equipment purchased and observations of use Time scale and plan in place for appropriate building School staff trained and suitable activities added to timetables
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 activities and experiences which allow pupils to socialise outside of the classroom and school	Carry out a review of the school's current enrichment activities Carry out a review of the current activities offered during break and lunch times. Discuss findings and solutions in SLT and Proprietors meetings.	HT DHT	Review during Autumn term 1	Suitable enrichment program in place and timetabled. Play equipment available for breaktimes. Observations of team games and activities taking place.	SLT Proprietors Surfing , Sailing , Horse riding and swimming Bouldering started Autumn 2024 New equipment and toys purchased Outdoor gym equipment, Outdoor pool and foosball table ordered Pool table available in kitchen

# The Stables Independent School



Install yurt or similar building for outdoor learning activities	Review funding streams and opportunities Discuss options in SLT/Proprietors meeting	Behaviour lead DHT	Review during Autumn term 1	Funding secured Timescale and plan in place for new building	SLT Proprietors Funding issues ongoing
Train staff as rock climbing instructors	School admin to book training for 2 staff at appropriate destination.	School admin	In place for 2024 academic year	2 members of school staff able to support pupils during Rock climbing activities. Sessions timetables with all pupils able to access at appropriate levels.	SLT Proprietors 2 staff have received appropriate training. Rock climbing to be added to Spring term timetables. Bouldering added to Autumn term 2 Timetable
Deliver Lego Therapy as appropriate	Book staff on to Lego therapy training  2 staff to be trained as Lego Therapists. To be discussed at SLT/Proprietors meeting 12.02.2025	DHT  School admin	Ongoing	Certain members of staff able to use Lego therapy to support pupils.  List of certificated staff members.  Observation feedback from Lego sessions once timetabled.	SLT Behaviour lead Proprietors. Staff training complete Lego sessions being delivered in all classes
Evaluation of priority 3 (Overall success)		Ofsted May 2024 rated personal development as outstanding			

# The Stables Independent School



Priority 4					
Leadership and management					
Headline objectives:	<ul style="list-style-type: none"> <li>Further development of SEF and SDP, with clear actions, milestones, responsibilities and planned impact on pupils</li> <li>Ensure staff CPD is adequately funded, available to all and fully supported.</li> <li>Monitor and improve staff wellbeing as appropriate (Gym memberships, School socials)</li> <li>Implement the therapeutic approaches of DDP (Dyadic Developmental Practice) across the school</li> <li>Evaluate allocation of parking in school car park</li> <li>Assess suitability of accredited course within school structure</li> <li>SLT to organise clinical supervision for all staff</li> </ul>			Headline success criteria	<p>Evidence in folder and on school website</p> <p>CPD plan in place</p> <p>Staff welfare lead in place</p> <p>Plan for staff welfare activities in place</p> <p>Staff receiving appropriate support and supervision</p> <p>All school staff DDP trained and evidence of its use in school</p> <p>School's therapeutic offer on website</p>
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)
Produce and maintain evidence of staff training and further requirements	<p>Review staff approaches and opportunities</p> <p>Carry out audit of need for CPD</p> <p>Produce evidence of staff achievement and training requirements</p>	<p>DH</p> <p>DHT School admin</p>	<p>End of autumn term</p> <p>CPD continuous</p>	<p>All staff are receiving appropriate CPD opportunities.</p> <p>All staff are up to date with minimum requirements.</p> <p>Training Matrix in use and updated</p>	<p>SLT</p> <p>Certain TA's enrolled on appropriate courses.</p> <p>Admin responsible for training matrix</p>

# The Stables Independent School



					GS doing headship, SLT training and due to start SENCo training in April/May
Implement and monitor a program of staff wellbeing support and activities	Analysis staff wellbeing surveys Evaluate supervision paperwork and procedures Draft action plan for staff wellbeing support program	Wellbeing lead	End of autumn term	Evidence of wellbeing plan and activities Evidence of support paperwork Evidence events and support available	SLT Proprietors Wellbeing champion elected. Staff wellbeing treat box in kitchen
Use observation activities to support the embedding of DDP across the school	Set timetable for observation activities Review observation paperwork	DHT	End of autumn term Observations continuous	Evidence of regular observation analysis and feedback Observation dates evident on school calendar. Evidence of paperwork to be used	SLT Proprietors Learning walk and lesson observations added to whole school calendar. Feedback recorded and stored on OneDrive
Increase the effectiveness of communication between school, parent/carers and care homes	Head teacher & deputy head to arrange meeting with care home managers to discuss any issues and solutions. Agenda item in SLT/Proprietors meeting and full staff meeting.	HT DHT	Ongoing	Prescribed and agreed method of communication in place.	SLT Behaviour lead Proprietors Social workers and Care home managers alerted via CPOMS Class phones used to inform Care homes in the moment

# The Stables Independent School



					Staff give daily handover to care home staff at end of day
Evaluate current daily debrief format	Evaluate form currently in use. Develop new daily brief format. Review impact of new form	HT	End of Autumn term 1 2024	New form in daily use which is fit for purpose.	SLT Staff Format reviewed and amended 03.02.2025
Review school car parking procedures	Evaluate current car parking arrangement. Agenda item in SLT/Proprietors meeting Draw up draft proposal/plan Consult maintenance department ref. any changes proposed.	HT	End Autumn term 1 2024	Clear plan for car parking space allocation Clear signage in place	SLT Allocated taxi bays Allocated space for care home car Allocated school car spaces Staff area marked with movable barriers Large car park built on school field Signage in place
Complete Norfolk authority online Safeguarding Audit.	Deputy head to complete audit. Head teach to review completed audit. Issue arising from audit to be added to SEF and SDP	DHT DT	End of week commencing 11.11.2024	Evidence of completed audit on Norfolk school platform.	DHT HT Completed for 2024/25
Evaluate funding sections of SDP	DHT and HT to review SDP sections with a focus on funding.	DHT HT	Ongoing review of SDP	Appropriate and information of value to be present and updated on SDP.	SLT Proprietors Funding section to remain as per best practice

# The Stables Independent School



					DH to complete after appropriate budget measures are in place.
Evaluate the role of the school SENCo.	HT and DHT to discuss SENCo roles and responsibilities. Discuss any proposed changes to the SENCo responsibilities with Proprietors.	DHT HT Proprietors	Plan in place and operating by end of Autumn term 2 2024.	Recorded evidence of any changes in role and responsibility Deputy head teacher to become SENCo	SLT Proprietors DH undertaken role as of 06.01.2025
Improve the pupil indication of need paperwork, process and mapping	Evaluate current paperwork, process and mapping SLT to discuss appropriate changes Implement changes and review impact	HT DHT Behaviour lead Teaching staff	End of Autumn term 2 2024	Evidence of completed new paper work Evidence of clear and precise mapping across all key documents	SLT Behaviour lead Proprietors. Initial INDES completed and uploaded to System To be updated half termly
Ensure that targets, action, interventions and need is mapped across all key pupil and school documents	Review and evaluate current paperwork, process and practice. Amend and update as required.	All staff have certain roles and responsibilities	End of Autumn term 2 2024 and ongoing	Evidence of mapping across documents. Evidence of updated information.	SLT Behaviour lead Proprietors. Excell spread sheet in place and complete Updated half termly

# The Stables Independent School



<b>Evaluation of priority 4</b> <b>(Overall success)</b>	Ofsted May 2024 rated quality of education as good with many elements meeting outstanding descriptors
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## 5. Planned 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	Central funding Norfolk County Council funding (virtual school	
Outdoor learning space (Yurt ect)	Funding bids Use of central funds	
Outside play areas Outside the back door of Foxes class (sand pit, fence ect)	School budget Donation of equipment	
CPD First aid/ Read Write inc/ Fresh start		

# The Stables Independent School



## 6. 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 ect (PEP Money)
- Classroom improvement and teaching resources
- First aid training
- Thrive training

### Capital funding:

- DDP
- Library/Thrive room

### Other funding streams:

- YURT – charity donation/funding
- Local Placing Authority County Council



# The Stables Independent School



## 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 4			
Cabin/teaching space	Priority 1			
Modifications to Badgers room	Priority 2/3			
DDP Training	Priority 1	Completed by current staff		
Table tennis table	Priority 2	Ordered	Pupil premium	
Foosball table	Priority 2	Ordered	Pupil premium	
Outdoor gym equipment	Priority 2	Ordered	Pupil premium	
Band Wagon	Priority 2	Ongoing	Pupil premium	
Swing	Priority 2	In place		
Total resource cost in action plans				

# The Stables Independent School

