

SCHOOL DEVELOPMENT PLAN

ACADEMIC YEAR 2025-26

The Marjory Kinnon School vision is that every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of the community.

In order to constantly set a culture of high standards and outstanding pupil outcomes, we regularly reflect on, and self-evaluate our practices and our outcomes. Robust evidence-based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development and more detailed plans are held by each project lead and monitored in the school Monitoring & Evaluation procedures by the Headteacher and Senior Leadership Team. Our improvement priorities will reflect our school mission statement to include: Nurture, Challenge and Inspire built on the school values of kindness, perseverance, tolerance and respect.

Key Priorities 2025-26

- 1. To improve the teaching of phonics across the school through staff training and SLT monitoring. (Teaching & Learning)**
- 2. To change and further develop the school curriculum pathways to semi-formal and formal curriculum pathways to meet the needs of the new cohort. (Curriculum)**
- 3. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)**
- 4. To find budget efficiencies to reduce the projected deficit and limit the impact on teaching and learning and pupil and staff safety.**
- 5. To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum. (Safeguarding)**
- 6. To expand and embed the use of AAC devices and Makaton for all pupils identified as needing a Total Communication approach. (Therapies)**

Targets 2024-25:

1. To enhance and grow middle leaders both as subject leaders and managers within Departments.
2. Further develop, monitor, embed and evaluate the curriculum so that it is broad and balanced and meets the needs of our ASC pupils and the changing cohort.
3. Respond to the OFSTED need to improve a few identified curriculum subjects (Humanities, KS4 Maths & RE).
4. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)
5. To embed and develop the Preparation for Adulthood Offer in liaison with the LA Team.
6. To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum.

Evaluation:

1. Four middle leaders completed the NPQSL (National Professional Qualification for Senior Leaders). There are strong subject leaders in English, Maths, Art, PHSE, PE & Music that monitor, train and improve standards in their subject. This year saw the appointment of Science Leads and a Lead Practitioner for Play.
2. This year saw a focus on improving independence, life skills and communication with timetabled sessions built in. The life skills curriculum has been expanded and improved in KS3 and preparation for adulthood has been a focus area for improvement in KS4. This has led to more opportunities for pupils to learn independence skills for life in school alongside opportunities and links to external work experience providers.
3. KS4 Maths now follows the Maths Mastery approach along with the rest of the school which was identified as an area for development in OFSTED. The Humanities curriculum has been improved with thematic approaches for lower-level pupils.
4. Significant changes have been made to outside areas to improve play and lunchtimes and create meaningful opportunities for communication.
5. The preparation for adulthood offer has improved and developed to offer a two-tier approach. The less able pupils focus on independence and social communication whereas the opportunities for work experience have expanded for the more able where we won a national award for a collaboration with Kia Construction. The school has been running a very successful Communication Café set up by the Speech & Language Therapist to promote life, communication and independence skills for the less able.



6. The school has developed a partnership with www.SchoolsMobile.com who have developed a mobile APP that blocks any harmful content on devices. This drive to involve parents and teach the pupils in school has had a huge impact on the number of online safeguarding incidents this year. Data from www.SchoolsMobile.com shows the number of blocks of harmful content that have been undertaken via the APP:

- 107,000+ Policy related which includes social media, averaging 21 per child per day.
- 74,000+ TikTok blocks — the most blocked platform.
- 26,000 Threat Protection and content blocks, including 136 AI Threat Detection interventions and 56 Safe Search blocks from hacks and scams.

7. **Supplementary Target** - To monitor and improve the food offering from Stir Foods. There was a huge amount of evidence gathering from staff, parents and pupils and many meetings with Stir Foods to feedback and ask for improvements. The pressure provided by the school led to the Cook leaving and menu alterations and the quality of the food significantly improved.

As of Summer 2025, complaints have reduced to virtually zero and feedback from all stakeholders is much more positive. Children are happier eating the food and seem to be enjoying it. There is also significantly less waste and leftover food.

Stir Foods invited parents in for taster days which received very positive feedback. We continue to closely monitor and feedback.

1. To improve the teaching of phonics across the school through staff training and SLT monitoring. (Teaching & Learning)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT & Subject Leads JG/SF	<ul style="list-style-type: none"> To improve the teaching and subject knowledge of all staff 	●	<ul style="list-style-type: none"> Training session for all staff in September. Learning walks by SLT Autumn Term. To audit resources and plug any gaps. 	<ul style="list-style-type: none"> The quality of phonics teaching observed will be significantly higher. 	<ul style="list-style-type: none"> Subject Leader action plans. Staff feedback from training. Lesson observations and work scrutiny.

2. To further develop the school curriculum pathways to semi-formal and formal curriculum pathways to meet the needs of the new cohort. (Curriculum)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
HT/AVD	<ul style="list-style-type: none"> To ensure the two-tier curriculum semi- formal and formal is fit for purpose for all pupils. 	●	<ul style="list-style-type: none"> Audit the provision and create more curriculum resources for semi-formal. Collect pupil views on the curriculum where possible. Create a curriculum provision map that captures the offer to publish on the website. 	<ul style="list-style-type: none"> All gaps in provision will be identified and filled with appropriate Schemes of Work. There will be a clear provision map on the semi-formal and formal curriculum. 	<ul style="list-style-type: none"> Curriculum map meets the needs of all pupils and is published on the school website. Pupil voice on curriculum is mostly positive. Teachers are able to use the curriculum effectively to meet needs.
SLT/KG	<ul style="list-style-type: none"> To continue working towards the NAS Autism accreditation. 	●	<ul style="list-style-type: none"> NAS Action Plan is updated by SLT. Curriculum areas are evaluated for meeting pupil's needs. School to work on developments suggested from NAS Assessor. 	<ul style="list-style-type: none"> More progress will be made towards accreditation. 	<ul style="list-style-type: none"> NAS accreditation visits.

3. To expand and embed the use of AAC devices and Makaton for all pupils identified as needing a Total Communication approach. (Therapies)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT/JK/IH	<ul style="list-style-type: none"> To expand the use of touch chat so that all children who need this are accessing and using it on a daily basis. Makaton leads continue the training for staff. 	●	<ul style="list-style-type: none"> Pupils identified by SaLT and SaLT assistants who support and train staff to use in the classroom. SLT gather evidence on use of AAC and Makaton. To include the use of AAC in appraisals. 	<ul style="list-style-type: none"> More pupils are communicating using touch chat. Makaton is embedded in the school. 	<ul style="list-style-type: none"> Lesson Observations. Learning Walks. Annual Review reports. Parental feedback.

4. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT, HB	<ul style="list-style-type: none"> To continue to implement the OPaL Play Action Plan. 	●	<ul style="list-style-type: none"> OPaL Play Team Meetings in Departments. 'Play & Stay' for parents. Benefit/Risk Assessments written. Small parts aspect developed. 	<ul style="list-style-type: none"> Pupils will be more engaged at play and lunch and enjoy their time outside. Social communication opportunities will increase. 	<ul style="list-style-type: none"> OPaL Action Plan.
SLT & Play Team JK/IH	<ul style="list-style-type: none"> To monitor social communication opportunities at play and lunch. 	●	<ul style="list-style-type: none"> Speech & Language Therapist to support SLT with ideas and strategies to improve communication outdoors. 	<ul style="list-style-type: none"> Monitoring will show better social communication outside. Less behaviour incidents due to boredom. 	<ul style="list-style-type: none"> CPOMS behaviour analysis. Monitoring document and evaluation report on outdoor activities.
MOB/GW	<ul style="list-style-type: none"> To continue / finish any groundworks improvements in the Playgrounds. 	●	<ul style="list-style-type: none"> Works identified and completed. Storage units to be sourced. 	<ul style="list-style-type: none"> Playground physical changes will be completed and play areas more appropriate to meet pupil needs. 	<ul style="list-style-type: none"> Works will be completed and equipment safe for pupils to use. Photographic evidence of changes and children at play. Evaluation of play.

5.To find budget efficiencies to reduce the projected deficit and limit the impact on teaching and learning and pupil and staff safety

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
HT/MOB/KF	<ul style="list-style-type: none"> To review the budget for 2025-26 to find efficiencies. 	●	<ul style="list-style-type: none"> Budget review and action plan to find efficiencies. 	<ul style="list-style-type: none"> Efficiencies identified and tracked for impact. 	<ul style="list-style-type: none"> Governor's Resource Committee minutes.
TM/KF/GW	<ul style="list-style-type: none"> To submit capital expenditure bid for works needed for the new cohort. 	●	<ul style="list-style-type: none"> Detailed plan to be submitted to LA. 	<ul style="list-style-type: none"> Capital expenditure will be agreed. 	<ul style="list-style-type: none"> FGB & Resource Committee Governors scrutiny of finance.
HT/MOB/KF	<ul style="list-style-type: none"> To work in year to reduce the budget deficit. To create an income stream via lettings to help impact. 	●	<ul style="list-style-type: none"> Efficiencies are actioned and resources cut as required. School dinners prices to increase. Parental contributions to trips will be sought. Staff contributions to tea and coffee and milk. 	<ul style="list-style-type: none"> The in-year deficit will be reduced. 	<ul style="list-style-type: none"> Final budgetary position reported to Governors.

6.To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
SLT	<ul style="list-style-type: none"> To raise awareness amongst parents and pupils of social media risks. 	●	<ul style="list-style-type: none"> Set up meetings / workshops to review the use of the APP with parents and www.SchoolsMobile.com. More articles and information in newsletters to parents. To set up more opportunities for parents to attend training to understand online dangers. Develop closer links with www.SchoolsMobile.com. Raise awareness with teachers about social media concerns. 	<ul style="list-style-type: none"> More parents will put the www.SchoolsMobile.com APP onto their child's devices. Parents and families will be more aware of the risks and dangers. 	<ul style="list-style-type: none"> Data from www.SchoolsMobile.com will show more families are using the safety APP.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started



SLT/ DSL/DDSL	<ul style="list-style-type: none"> To review the curriculum to build in more opportunities to understand online safety. 	●	<ul style="list-style-type: none"> To have an online safety awareness week with external workshops in Secondary. 	<ul style="list-style-type: none"> There will be less high-level online safety incidents recorded on CPOMS / MY Concern. 	<ul style="list-style-type: none"> Data on My Concern/CPOMS. Parent feedback surveys from workshops.
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Supplementary Strategic Targets	Actions & Progress
To have further training linked to being a sensory school – Alice Hoyle	Key staff have been trained and disseminated the training in-house with the OT
To plan and project future pupil numbers and the potential make-up of the school in line with the new SEND banded funding model.	<ul style="list-style-type: none"> SLT Meeting to map out strategic plan for next 3 years. Inform LA of vacancies for next year. New classes and extra year 7s agreed with LBH and pupil numbers will rise to 325

EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL

Eliminate unlawful discrimination, harassment and victimisation		
Equality Objectives	Example Activities	Outcome
To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	<p>Each term to focus on one key value to underpin lessons and assemblies:</p> <ul style="list-style-type: none"> Autumn: Kindness Spring: Tolerance / Perseverance Summer: Respect 	<ul style="list-style-type: none"> Social and emotional progress tracked through Thrive Online. Class screening shows significant progress for identified pupils. Zero fixed-term exclusions or internal suspensions for behaviours directly linked to a student's disability.
To focus on early intervention with the Think Equal Programme in Primary.	<ul style="list-style-type: none"> Pupil assemblies and bespoke workshops. Parental filter guidance for parents and workshops. 	<ul style="list-style-type: none"> Reduction of incidents on CPOMS linked to equality issues or cases of conflict between pupils. Pupils understanding of equality issues is improving in class assessments.

Foster good relations between people who have a shared characteristic and those who do not		
Equality Objectives	Example Activities	Outcome
To provide opportunities to celebrate the gender, sexual orientation, disabilities, cultures and religions of all staff and pupils that make up our diverse school community.	<p>Assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff:</p> <ul style="list-style-type: none"> Eid, Diwali, Christmas, Chinese New Year, Holocaust Memorial. Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature). Focus on achievements by well-known female icons and role models representing diverse LGBTQ+ communities. Promote a culture of pride and belonging by celebrating neurodiversity and representing diverse autistic role models. 	<ul style="list-style-type: none"> Evidence of awareness and celebration of diversity in pupil workbooks and corridor displays of work. Working with National Autistic Society towards accreditation.
To ensure our reading and library books fully represent diversity in society including bilingual books.	<ul style="list-style-type: none"> To ensure the English & Library Lead has budget to purchase books. To audit areas where we are deficient and plug the gaps. 	<ul style="list-style-type: none"> TLR English Lead completed audit and ordered books.

Advance equality of opportunity between people who share a protected characteristic and those who do not

Equality Objectives	Example Activities	Outcome
To set up groups for the minority cohort of girls (24% of school population) to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.	<ul style="list-style-type: none"> • Identify and prioritise vulnerable girls for Thrive interventions. • Create groups to boost self-esteem - creative projects. • Create Secondary girls nurture group 'The Den' with nurture teacher. • Train staff on self-harm issues. • Provide support for Yr6 girls transitioning to Yr7 (e.g. opportunities to integrate in Secondary during the Summer Term). 	<ul style="list-style-type: none"> • Thrive data shows progress for identified groups. • Improved levels of anxiety around transition. • Greater understanding and support for self-harm issues.
To increase and support the participation of parents / carers of pupils / students from minority, marginalised or vulnerable backgrounds in school life.	<ul style="list-style-type: none"> • FSW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them. • Home visit before pupils enter school. • Targeted parent workshops around needs. • Review website / electronic information / interpreter availability for parents. • Include parents/carers in cultural events. 	<ul style="list-style-type: none"> • Targeted support by FSW of 'hard to reach' families. • Parental Engagement / FSW report termly to Governors. • Parent surveys. • Good attendance at parent therapeutic support groups. • FSM families prioritised for wraparound care (HAF summer clubs).
Ensure that the physical and sensory environment does not act as a barrier to learning or participation for any student and supports neurodiversity.	<ul style="list-style-type: none"> • OT to conduct sensory audit of pupil spaces and needs. • Create sensory spaces and circuits. • OT to create a programme of support for sensory needs. • Staff training in being a sensory aware school. • Zones of regulation set up by OT. 	<ul style="list-style-type: none"> • Reduced sensory-related behaviour incidents. • Improved engagement in lessons. • Improved regulation.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started

