School Development Plan 2025/26

Portesbery School

The Long-Term Strategic Priorities

1. Curriculum

Develop and deliver a curriculum that consistently meets the needs of all our students and ensures progress.

2. Staff and Safeguarding

Recruit, train, deploy and support staff to match evolving needs and ensure that students, staff and visitors are kept safe.

3. Students

Ensure that we have the means to fully support the needs of each new student before offering them a place.

4. Decision-making

Require every decision with a material impact on finance or resources to be supported by a sound business case and reviewed for impact.

5. Future-proofing

Actively explore all options to secure the long-term viability of the school.

Portesbery School Development Plan 2025-26 Executive Summary

Leadership/Governance/Safeguarding:

- To embed the School Aims across all curriculum areas and daily activities by ensuring all staff, pupils, and stakeholders understand, model, and actively promote them through teaching, communication approaches, therapeutic interventions, and wider school life**.**
- To review and clarify all staff roles and responsibilities across the school**,** establishing a clear structure of progression, reducing workload, and ensuring consistency and accountability for all colleagues.
- To review the school's approach to sustainability and develop a comprehensive action plan, promoting environmentally responsible practices across all areas of school life.
- To complete a comprehensive due diligence process regarding joining LSEAT as a full member by **January 2026**, ensuring that the Full Governing Body (FGB) has all necessary information to make an informed decision on the school's future governance and partnership.
- To review and update all school policies linked to Artificial Intelligence (AI), ensuring they reflect current statutory guidance, emerging risks, and best practice, safeguarding pupils, staff, and data.

Curriculum and Teaching/Achievement:

- To fully embed the new Pathways across the school, ensuring they are consistently linked to all curriculum areas and enhance pupil progression, communication, independence, and life skills.
- To support all class leads, including new teachers, ITTs, and unqualified staff, in developing their practice, ensuring a consistent, equitable curriculum and learning experience that meets the needs of all pupils.
- To explore and maximise the talents of the skilled support staff, ensuring that all pupils benefit fully from their expertise across the curriculum, including Art, Music, Dance, Drama, Food Technology, PE, Gymnastics, and Emotional Wellbeing.
- To review and refine all forms of assessment across the school, ensuring they effectively support teaching staff to identify next steps, accurately measure pupil progress, and highlight achievements.

Behaviour and Attendance:

- To further develop and embed a consistent approach to emotional regulation across the school, ensuring all pupils have access to effective strategies that support wellbeing, learning, and independence.
- To establish new and effective ways to capture student voice across the school, beginning with the EHCP review process, ensuring pupils' perspectives inform planning, curriculum development, and personal progress.
- To review and strengthen all attendance procedures across the school, ensuring pupil attendance is maximised and any issues are identified and addressed promptly.

Personal Development and Wellbeing/Inclusion:

- To increase the frequency, variety, and consistency of educational visits across the school, and to further expand the residential offer for secondary pupils, ensuring all pupils benefit from enriching and inclusive learning experiences.
- To fully develop pupils' leisure and play skills across the school, including supporting them to meaningfully self-occupy and engage independently in a range of activities.
- To champion opportunities for pupils to learn, play, and grow together across class groups, supporting social, emotional, communication, and cognitive development for all students.

EYFS/Sixth Form:

- To ensure that all children leaving the Early Years Provision have a very successful transition to the Primary Department, supporting continuity in learning, emotional wellbeing, and social development.
- To continue collaborating with Surrey County Council and the Project Management Team, ensuring that the newly-renovated Post-16 building meets the highest standards and positively benefits all current and future students.