



**School Development Plan
2024-2027**

Achieve – Believe - Communicate

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Part One: About the school development plan

Structure of the plan

For part two we identify short-term (generally one-year) priorities in detail (blue) and longer term (between 2 and 3 years) in outline (green). As we are a public service, required to respond to political imperatives, it makes it difficult to make more detailed long-term plans.

The priorities plans are new activity or strategies we wish to introduce or continue with; the plan does not document everything we do. The plan is structured, mostly, against the current Ofsted framework which came into place in September 2019.

Identifying the key priorities for the school's development

As a starting point we identified a number of key priorities to use to inform our planning. These have been agreed with trustees.

One year – whole school key priorities – Trustee Board

- Work towards increasing the schools Published Admission Number (PAN) as this will secure funding for current over-subscription
- Staff recruitment and Curriculum Planning
- Teacher of the Deaf Training and selecting future providers
- Leadership of the school – to have a permanent headteacher and a full senior leadership team (SLT)
- To enhance the careers provision
- Post-16 Provision Review

Three year whole-school priorities

- Acquiring eco-school status
- Funding for new-build project
- Trust status of the school and its implications

Identifying priorities, section by section

Each section of this plan has a number of key priorities, some of which were informed by the agreed priorities (above). A member of SLT is responsible for each section, linked to their job description.

Monitoring the progress of the plan

The progress of each section is monitored as part of our normal line management process throughout the year with a discussion between the headteacher and the strategic leads.

A formal review of the plan will be carried out on a termly basis by SLT which will focus on the progress towards achieving the priorities. The outcomes of the reviews are reported to trustees. As part of the review, each action is given a RAG rating, see below. The progress of each action is added to the column headed 'What is the current status of the action?' This column is left intentionally blank until the first monitoring takes place.

RED	AMBER	GREEN
Activity not started or no impact on systems, structures, attitudes or pupil attainment/progress	Activity underway but not completed or stalled, with little impact on systems, structures, attitudes or pupil attainment/progress	Activity completed or fully underway with evidence of impact on systems, structures, attitudes or pupil attainment/progress

Publication of the plan

The original plan and monitoring are published on the school's website for parents and members of the public to see, once agreed by the Board of Trustees.

The school's plans

Key Priorities 2024-2025		Strategic Lead: SLT		
		Link Trustee: Trustee Board		
<i>Intent</i>	<i>Implementation</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
Increasing School PAN	Assessing the implications of the funding model in the new financial year and analysing the intake for the next academic year to establish the need for an increased PAN	September 2025	Maximise funding for the school to ensure we are not financially penalised by taking more students	TBC
Staff Recruitment & Curriculum Planning	Review the curriculum model and offer. Establish shortfall in staff to cover certain subject areas	April 2025	Fully staffed to meet the changes to the curriculum offer and weighting	TBC
QToD Future Providers	Assess the offer from a number of providers to establish the best course to suit our needs both in theory and logistically	April 2025	To have a plan to train staff who do not have QToD status and to begin with the most suitable provider in September 2025	TBC
School Leadership	To have the leadership of the school confirmed and established, including the appointment of an Assistant Headteacher	April 2025	Full leadership team in place for September 2025 with roles and responsibilities adequately distributed amongst the team	TBC
Careers Provision	To appoint a careers lead to establish and improve the careers provision that the school offers	December 2024	Careers lead in place with established links with external agencies. Fully meeting the Gatsby Benchmarks	Individual provider costs
Review of Post-16 Provision	Audit the current provision and research possible offers for Post-16 in-house	December 2024	Suitable courses delivered in-house as well as within the consortium to maximise the time Post-16 students are on-site and to have more control over the curriculum	TBC

Key Priorities

Strategic Lead: SLT
Link Trustee: Trustee Board

<i>Intent</i>	<i>Implementation</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
Eco School Status	To implement knowledge and understanding surrounding the world climate and eco issues by teachings in geography, Forest School and science	September 26/27	Students to understand world issues such as climate change and sustainability and for the school to be contributing positively to those areas especially when the school is to become a recognised Eco status establishment	TBC
Funding New-Build	To explore new avenues and review architect plans regarding fundraising and cost to facilitate the new build.	September 26/27	The increase in numbers would enable students to have more space and a place to facilitate indoor sports and PE lessons and lunchtime activities. We could also offer our Music and Awards evening and Theatre evening 'in-house' accommodating many more parents. The extra classrooms would also enable us to contribute to offer the correct numbers in each class and acoustics for all our students.	TBC
Trust Status of the School	To ensure the school remains a single academy and does not become part of a multi-academy trust.	September 26/27	To allow the school to teach according to the needs of our students	Implications unknown at this stage

Quality of Education 2024-2025

Strategic Lead: Linda Farenden & Danny Bidwell
Link Trustee: Annabel Deegan

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To implement a designated Forest School curriculum to our school offer	To install a designated Forest School area on our school field and to implement its characteristics within our school curriculum	LF	November 2024	Students will develop effective communication and team building skills whilst taking place in an outside environment therefore also contributing to good mental health.	See below and staff time
Adapt the curriculum offer at KS2 & KS3 by introducing Forest School to the curriculum	Identify a member of staff to be Forest School Lead and implement training Forest School will be added to the curriculum timetable for year groups in KS2/3 Regular feedback to SLT from the Forest School Lead	LP/DB	February 2025	Forest School included within the curriculum which will give opportunities for our students to develop resilience, confidence and independence Students will have the opportunity to develop their social skills and improvements in language and communication	£10,450 + training £1150 + outdoor storage £500 £12600 in total Staff time
Adapt the curriculum offer at KS2 & KS3 by introducing ICT to the curriculum	ICT will be delivered as a discreet subject on a fortnightly basis to ensure topics such as online safety are adequately covered. This will be in addition to the Behaviour Curriculum and the ICT across the curriculum which is delivered in different subjects SLT will monitor this through lesson observation and curriculum planning	DB	October 2024	ICT will be delivered as a discreet subject to ensure complete coverage of Online Safety. This will further compliment the coverage within the Behaviour Curriculum to address issues within social media and how students can keep themselves safe online and within social media to foster good relationships with their peers in school. In addition, ICT will continue to be delivered across the curriculum in different subjects ensuring further skills and cross curricular links to	No cost

				embed ICT knowledge in our students.	
Introduce subject leads in maths, English and science	We will appoint subject leads in maths, English & science in the autumn term of 2024 to promote the further development, knowledge and enjoyment of each subject within the school.	SS, VS & TB	October 2024	Each core subject will have subject leaders that will inspire our staff and students to enjoy their subject area further into the curriculum. Themed weeks for science will ensure a knowledge and love of all science has to offer. English will be promoted further within the school with writing competitions and reading promotions. Maths will be led and promoted by interactive displays and maths problems of the week for all students to solve. The subject leads will further develop and promote their subject department across the school linked to the career's curriculum where possible	TLR Costs
To ensure that school trips are timely and educational in order to enhance the curriculum	To introduce a Trips calendar that synchronises with the curriculum.	JB	October 2024	To maximise learning and context for students whilst ensuring the educational worth of each trip is paramount allowing students to gain life experiences and educational worth to their subjects across the curriculum.	None

	Trips to be an agenda item in departmental meetings throughout the year Ensure trips are planned in advance with clear learning objectives	Departmental Leads	October 2024	Departmental leads will ensure that each trip brings their subject 'to life' whilst the carefully planned links to the relevant curriculum areas will further enhance learning and life experiences for our students.	The cost of each individual trip will be calculated accordingly
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Quality of Education		Strategic Leads: Linda Farenden & Danny Bidwell Link Trustee: Annabel Deegan			
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
Promote autonomy and independence in our students whilst affording them the opportunity of valuable life experiences	To offer the opportunity to our students of participating in a school trip abroad.	DB	2 years	Life experiences, resilience, independence and learning about other cultures to enhance their life experiences and knowledge of the wider world.	To be confirmed
Review the range of vocational qualifications at KS4 and KS5	To review the options offered in Key Stage 4 including subjects not previously taught at Knightsfield such as Business Studies.	DB	2 years	To give students an improved KS4 experience and allow for a greater scope of subjects taught and qualifications achieved.	Staff time Course costs to be confirmed
To embed an established reading culture across the school	To implement a regular reading culture and ensuring reading flows through the curriculum enhancing the reading culture by implementing new strategies such as reading buddies combining older and younger students, online reading record to ensure understanding and establishing a regular reading	LF/VS	2 years	Reading Buddies will allow our older students to become reading mentors to our younger students. Volunteer readers building relationships with our struggling readers to promote reading for pleasure. Promotion of our Outdoor Library enabling students to read for pleasure anytime. Our annual Festival of Reading celebrating	£300 for reading patron £1200 + £300 for book box storage Staff time

	<p>for pleasure ethos alongside academic understanding. Embedding our Reading Patron, Megan Rix, into the Knightsfield community by regular workshop visits across the academic year whilst engaging our students. Our local volunteer readers will continue to visit the school on a weekly basis, reading with students and enhancing their social skills and enjoyment of books.</p> <p>Our outdoor library will enable all students to read at break and lunchtimes, encouraging others to join them. A picnic blanket will be added to the library to enable students to sit together and eat their lunch whilst reading and enjoying books.</p> <p>Our Festival of Reading will take place every two years and will include a week of reading and book related activities to engage students into the love of reading and books. Our Reading Patron will visit and undertake a day of book workshops and activities</p>			<p>books and authors with our students enabling them to experience the value of reading. Awarding one of our students with the prestigious Reading Award at our annual awards ceremony celebrating them working hard with reading throughout the year.</p>	
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Teaching of Deaf Children & other SEND			Strategic Lead: Linda Farenden & Keith Poole		
			Link Trustee: Helen Mellor		

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To develop the knowledge and expertise of staff around deaf education to ensure student needs are met	Audiology Room to have clinical level status allowing key equipment such as test boxes at hand and readily available to staff to use	KP	October 2024	Staff will be able to monitor audiology testing more regularly and accurately allowing for improved accuracy in the workings of students hearing equipment	Staff time
To develop the knowledge and expertise of staff around deaf education	Audiologist and other specialists to be booked into teacher meeting calendar To monitor the teaching of deaf students to ensure that their needs are met	KP	October 2024	To give teachers a deeper understanding of audiology and latest developments and technology. This will enhance student learning and focus.	Staff meeting time Costs to be confirmed with individual specialists
To develop the knowledge and expertise of staff around deaf education	Library of research on deaf education for staff to be curated and sent twice each half term and discussed at teacher meetings Quality Assurance with QToD Standards – SENCO to observe lessons and support staff in their delivery of lessons to deaf students and to report findings to SLT on a termly basis	KP	December 2024	Teacher meeting input will be monitored for staff knowledge.	Staff time

	<p>Teachers to ensure students are included in the daily checks and testing of their equipment</p> <p>To monitor the teaching of deaf students to ensure that their needs are met</p>	KP	October 2024	Students' knowledge and ability to solve issues with their equipment will be improved and independence and managing their own equipment will result in them being able to troubleshoot minor issues independently	None
To introduce shape coding to develop speech & language	To implement Shape Coding as part of the curriculum for students with Speech and Language challenges and to embed the visual aspect of coding into their understanding. TA's will be trained to deliver these sessions within the ABC curriculum and they will become part of each individual student's learning pathway.	KP	September 2024	Quality of education through observations and students' understanding of vocabulary and sentence structure and how they use shape coding in their everyday learning	£380 for Shape Coding apps
To embed Cross Curricular Orienteering across the curriculum	To develop students teamwork skills and communication and language by installing a cross curricular orienteering course around the perimeters of school.	LF	October 2024	The development of communication and language for our students and improve by participating in teamwork activities and building social skills	£1850

Teaching of Deaf Children & other SEND			Strategic Lead: Linda Farenden & Keith Poole		Link Trustee: Helen Mellor
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<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
Mandatory QToD Qualification for 0.8 and above teachers	To allocate more of our teachers to become Qualified Teachers of the Deaf	LF/KP	2 years	All teachers will gain more understanding of deaf education and how deaf learners learn leading to improved outcomes for students	£4,800 based on current cost + cover costs Staff time

Behaviour and Attitudes

Strategic Lead: **Danny Bidwell**
Link Trustee: **Rob Marshall**

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To develop the role and have a dedicated base for the Pastoral Team	To overhaul a dedicated room as a base for the pastoral team to operate from The role of the pastoral team will be developed through this room enabling students to have a meeting place to discuss their concerns. This will be promoted throughout school	DB	October 2024	Support for students' wellbeing and pastoral matters will be improved. Improved help with mental health associated with their deafness and accompanying issues that they would otherwise struggle with alone. Students will know that there is always a member of the pastoral team in the room should they need them.	Staff time
To introduce a behaviour curriculum	To introduce behaviour as part of our ABC curriculum to ensure all students understand the school expectations	DB	October 2024	Supporting the behaviour of students around school and online which will have a positive impact in lessons, develop self-awareness and improve relationships	
To continue to embed the Code of Conduct via the ABC Ambassador Scheme	Embed the Code of Conduct further into the curriculum by introducing the 'Knightsfield Ambassador' role ensuring students are awarded 'letters' based on their conduct. DB will also meet each half term to those awarded the role to ask what they have done to be the role model of being an ambassador to ensure the importance of gaining all the letters of the Code of Conduct is understood and upheld	DB	November 2024	This will support students in achieving their relevant badges and aspiring to become role models around the school. This will also support our new behaviour curriculum and ensure students understand the Code of Conduct correctly	£588 Cost of badges

Behaviour and Attitudes				Strategic Lead: Danny Bidwell Link Trustee: Rob Marshall	
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
Working with Families	Pastoral team to develop links and outreach work with families through various events such as new year 7 Parents Evening to set the expectations of the school.	DB	2 years	To support families to be more engaged with the school and to work with us to promote positive behaviour and relationships. This will also enable us to connect with families who may be struggling with their child's deafness and future, giving support and understanding which will foster good relationships throughout the school and with parents.	To be confirmed

Personal Development

Strategic Lead: Linda Farenden & Danny Bidwell
 Link Trustee: Annabel Deegan

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To develop independence and promote deaf identity within our students through the ABC Curriculum and the delivery of Deaf Awareness assemblies in the community and with local charities	To deliver Deaf Awareness assemblies to primary schools within the Hertfordshire area and some of our London feeder schools.	LF	November 2024	Students' confidence and abilities in public speaking will be improved, enhancing their language and communication skills and social interaction. The impact of these initiatives will further develop students' independence skills and preparation for life after school.	Staff time
To develop independence and promote deaf identity within our students through the ABC Curriculum and the delivery of Deaf Awareness assemblies in the community and with local charities	To develop community links with a local care home and promote a 'Charity of the Year' Local care home visits will take place twice every term with a variety of students and activities Charity of the year and its associated fundraising events will be a termly event to ensure students understand the importance fo helping others. The charity will be local to enable the students to understand the value in their support	LF	November 2024	The community work will allow students to gain an understanding of the wider community and as the charity of the year will be a local a charity, fundraising will be meaningful to them and have purpose. The impact of these initiatives will further develop students' independence skills and preparation for life after school.	Staff time

<p>To develop independence and promote deaf identity within our students through the ABC Curriculum and the delivery of Deaf Awareness assemblies in the community and with local charities</p>	<p>To embed the ABC Ambassadors scheme into the whole school ethos by promoting the theme and meeting with the ambassadors each half term to ensure they are continuing with their role model status Ensure achievement points are given for relevant letters to allow students to achieve their goals</p>	<p>DB</p>	<p>November 2024</p>	<p>Students will become proud ambassadors of the school and thus be role models for all other students further linking this to the reward system for behaviour and representation of the school</p>	<p>£588 cost of badges</p>
<p>To promote and enhance the careers provision in the school</p>	<p>Appoint a Careers Lead teacher to develop the subject across the curriculum and whole school. Ensure the careers provision is of a high standard and experiences are appropriate by making links with the local careers advisory team and the Careers Lead at Monks Walk School to support the new Knightsfield Lead in his role. Link also to the Gatsby Benchmark for statutory guidance and achievements Career experiences and visits on and off site for students will be</p>	<p>DB/LF</p>	<p>October 2024</p>	<p>Students will gain insights into a variety of careers and experiences that will support them in shaping their future. Students will gain valuable knowledge through career workshops, mock interviews and local business experiences that will help them to gain independence and understanding of adult life and the working world</p>	<p>Various depending on provider and experience</p>

	monitored alongside their engagement and overall experience.				
Further develop a wide range of extra-curricular activities during the school day	Offer a wide variety of lunchtime clubs run by teachers and TA's to develop skills in areas for development for our students	SS	October 2024	Students' experiences will be broadened and support positive behaviour, increased student communication and language skills will be developed further through participation in practical and meaningful activities	None

Personal Development			Strategic Lead: Linda Farenden & Danny Bidwell Link Trustee: Annabel Deegan		
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To become a recognised ECO-School	To implement knowledge and understanding surrounding the world climate and eco issues by teachings in geography, Forest School and science	AN/DB	3 Years	Students will understand world issues such as climate change and sustainability and for the school will be contributing positively to those areas especially when the school becomes a recognised Eco status establishment	Various according to any resources required

Leadership and Management

Strategic Lead: Linda Farenden
Link Trustee: Helen Mellor

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To appoint a permanent Headteacher	Trustees will appoint a permanent Headteacher to lead the school	HM	April 2025	A permanent Headteacher appointment would afford stability and consistent leadership to the school to allow for further forward planning and growth	£ to be agreed at interview
To appoint a Liaison manager to work in collaboration with Monks Walk School and Oaklands College	College students and our any participating in MWS lessons to have a lead member of staff to manage their needs and liaise with other staff on and off site.	LF/DB/LP	October 2024	For all college students and staff supporting them will have a lead person as guidance resulting in improved communication and learning outcomes	HAY Scale Costs
To establish leadership opportunities and line management responsibilities for subject leads	To ensure teaching of their subject areas is outstanding, subject leaders will observe and monitor lessons and teaching and promote their subject fully throughout the school by embedding form time activities in the core subject areas. Further ensuring during line management meetings they set targets and monitor these regularly.	LF/DB/LP	November 2024	Improved outcomes for all students and a promotion of their subject for students' knowledge and enjoyment achievements.	Within subject leader salary

Leadership and Management			Strategic Lead: Linda Farenden Link Trustee: Helen Mellor		
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To appoint an assistant headteacher	To appoint an extra member of SLT to fulfil management duties by delegating tasks where required by advertising for an internal and external applicant to apply for the position	LF/DB/LP	September 2025/January 2026	Leadership duties will be shared equally between SLT as pupil numbers increase to ensure compliant coverage and shared duties.	£ To be agreed at interview

16-19 Programmes			Strategic Lead: Danny Bidwell Link Trustee: Matt Perkins		
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To implement notetaking support to promote independence in post-16 students	To embed using the Jamworks notetaking app for our Post-16 students at college to support learning, study and revision by the app recording eth lesson and summarising into bullet points for our students to understand	DB	October 2024	We will measure the impact of this style of notetaking app regularly by monitoring of college students and support staff skills and knowledge whilst developing support and notetaking. This will also enable our students to become more independent	£600
To review the current provision for post-16 students	Review the Post-16 provision information and its impact on the learning and understanding of our students alongside their social interactions within eth college environment and how that impacts them.	LF/DB/L P	September 2025	To ensure our 16-19 students are benefiting from the Post-16 offer and that their course and qualification decisions support them in adult life.	To be confirmed

16 – 19 Programmes			Strategic Lead: Danny Bidwell Link Trustee: Matt Perkins		
<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To implement a revised offer for Post-16 students	To offer an 'in-house' Post-16 provision that mirrors the support and understanding that Knightsfield can offer	DB	2 years	To enable our 16-19 students' benefit from the Post-16 teachings and that their course and qualifications support them in adult life.	TBC

Resource Management

Strategic Lead: Lucy Pope

Link Trustee: Claus Crede/John Stewart

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To make use of available space for extra pupil numbers and teaching	To implement room redesignation to allow for extra teaching space because of the increased pupil numbers	LP	December 2024 (October 2024 = Class 10 90% complete Intervention Room 25% complete All other areas 100%)	We will have a dedicated SENCo office large enough for EHCP reviews in privacy with parents and students allowing for greater clarity and understanding One extra classroom and one extra Intervention room will allow for more individualised teaching for our students' needs A dedicated and usable Teacher workspace to allow for quiet and privacy when planning and organising workload. A clinical audiology room allowing for more accurate testing and better hearing conditions for students listening tests.	£3167
To install an outside shelter as extra space for wet weather arrangements	To install a weatherproof shelter outside in the playground for pupils to have a protected outdoor area to play during wet weather	LP	November 2024	In the absence of a large enough hall, the outside shelter will lessen the impact of students being inside all day during wet weather thus reducing any behaviour related incidents. The shelter also allows them some fresh air for the next lesson of learning so	95% complete Additional cushion protection for posts ordered £350

				that they are focused and ready to be back inside again.	
To develop the Primary Playground	Goal posts and net to be installed and play equipment updated	LP	November 2024	Primary pupils will have outdoor area to play ball sports thus allowing them to play football with their peers in a designated space every day. Updated equipment will allow the students to play and communicate together more effectively	TBC
To upgrade our school server for optimum use for staff and students	SBM to liaise with HfL to install a new server that will host updated and reliable connectivity of SIMS/FMS connected and Edulink.	LP	December 2024	This will allow optimum usage for our staff and students for increased learning and up to date technology.	£3000
To upgrade our school lift system	Install an entire new lift system with EFSA funding.	LP	March 2025	This upgrade will allow less mobile pupils to access Science, Food Tech, upstairs class & intervention rooms	No cost to school as ESFA agreed to application for funding
To upgrade screens in classrooms	Replace older screens which are failing	LP	August 2025	Learning spaces will be improved Newer and updated screens will facilitate improved learning for students and up to date technology for staff resulting in better outcomes for all.	£500 per classroom

Resource Management

Strategic Lead: Lucy Pope
Link Trustee: Claus Crede/John Stewart

<i>Intent</i>	<i>Implementation</i>	<i>Who</i>	<i>By when</i>	<i>Impact</i>	<i>Costings</i>
To purchase ICT devices for all students	iPads or other filtering compliant devices to be ordered for all pupils to increase learning provision	LP	24 months	This will allow the students to work with improved technology and enhance their ICT and Online Safety skills and knowledge	TBC
To facilitate the refurbishment of Post-16 Wing	Class 10&11 knocked through to create a larger learning space in line with increased class sizes (12 pupils) Structural engineer to be appointed to assess planning requirements before builder approached to tender	LP	24-36 months	The bigger spaces will allow for more curriculum focus learning and more ability groups can be created to develop specific learning	TBC
To develop funding ideas for the new build development	<ul style="list-style-type: none"> Charity status to be secured Fundraising plan to be finalised Local Authority to be consulted to support fundraising due to lack of capacity and Hall not fit for purpose Hall plans to be renewed in line with planning dates Consult with architects to review suitability Secure enough funding to start build 	LP	12-36 months	The impact of having a new larger hall, sporting space and extra classrooms would be huge for our school. This would enable us to take the several other students we want to admit comfortably. It would also allow us to have an indoor space for sport, wet breaks and our own designated space for our theatre and music evenings all the while enhancing our students' experiences.	TBC
To install solar panels across the school	School will tender for solar panels for roof to reduce energy costs	LP	August 2026	Reduced energy costs will benefit the school's budget	£15000

