



Aspire · Empower · Achieve

# Goldwyn School Vision

Goldwyn Core Values and Vision Underpin  
School Development Priorities 2025-2027

***Goldwyn School prides itself on providing a 'Whole Child' Education'*** We endeavour to create a challenging & inspiring learning environment, where staff work together to encourage all students to reach their full potential.

We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to and engagement with social and educational settings.

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive and empowering relationships
- Sharing their lives with positive adult role models
- Clear, flexible and relational boundary setting
- Success in meaningful achievements
- An abundance of opportunities to obtain academic and/or vocational qualifications
- A chance to flourish and exercise personal responsibility
- Vision and planning for pathways to adulthood

***Through developing personal resilience and providing students with the motivation to succeed, Goldwyn School encourages students to be the best that they can be!***

The school uses research and evaluated methods to develop a curriculum that is appropriate and engages our students. Social and Emotional development underpins our philosophy of care and educational delivery (see Goldwyn Learning Ladder linked to Maslow) and all staff are committed to the Goldwyn Charter which outlines our expectations of ourselves as professional, compassionate and positive role models.



## GOLDWYN - “*School Development Plan 2025-2027*”

Across each Goldwyn Pathway, a considered, planned and holistic curriculum offer is designed to meet the needs of the whole child, ensuring that students’ SEN needs do not create a barrier to learning.

### **Our School community vision is:**

#### **ASPIRE EMPOWER ACHIEVE**

We **ASPIRE** for our students to be the best they can be by providing a ‘whole child education’ where their talents are nurtured and they are provided with opportunities to flourish. We aspire for them when they see barriers and cannot aspire for themselves.

We aspire for our staff to be the best they can be, investing in their wellbeing, their professional development and their access to external networks.

We **EMPOWER** each other as a community, recognising and praising excellence and progress in each other. We empower each other to build resilience and overcome barriers.

By taking a ‘Growth Mindset approach’ we empower ourselves in a continuous journey of learning.

We **ACHIEVE**: self-development, qualifications, and instilling self-confidence to achieve our ambitions, for students moving onto higher education or their chosen career path.

For our staff, a sense of professional pride and reflective and reactive development.

A cornerstone motto for our school is; ***‘There is no significant learning without a significant relationship’*** James P Comer

We invest heavily in our teachers to ensure the students have the best possible opportunities;

***‘Whether in early years settings, schools or colleges, it is quality of teaching that has the greatest potential to make the biggest difference to children and young people’s learning.’***

***‘There is a real appetite amongst teachers to hone their practice in order to consistently meet the needs of all of their pupils’***- EEF October 2021

### **All students at Goldwyn will benefit from**

- An outstanding, relevant and inclusive education delivered appropriately.
- Help to build strategies to support individual needs and overcome personal barriers.
- Staff trained to work effectively with students to actively build confidence and resilience and enable personal effectiveness within school and their local communities.

- An environment that places high value on emotional wellbeing, recognising individuals emotional needs and placing emphasis on safeguarding and good mental health.
- Individualised and relevant transition planning.
- Close working relationships between family and external agencies.
- Specialist support from a highly trained and experienced professional staff team.

**ALL Staff at Goldwyn will benefit from;**

- a range of Continued professional Development to ensure our teachers have the best knowledge and skills to deliver our aspirational curriculum
- Peer to peer support initiatives, both within the organization and externally – Goldwyn leaders will empower staff to achieve their best.
- Wellbeing support and consideration in all things the school does

## **Our Core School Community Values Are: REACH**

### **Resilience**

Resilience to barriers faced creating independent, innovative and creative minds

### **Empathy**

Caring for ourselves, for each other, showing respect to each other and building a sense of belonging



## GOLDWYN - *“School Development Plan 2025-2027”*

### Aiming

To achieve our potential

### Commitment

To success, personal development and opportunity

### Heart

Passionate for the difference we can make, to our community, for equality, diversity and Inclusion

**Key Priorities**

1. **Goldwyn curriculum to be defined through stakeholder input- resulting in a published curriculum pedagogy. Delivery of a broad and balanced curriculum that motivates students and facilitates students' successful transition into the next stage of their education, training or employment**
2. **Develop KS5 links to ensure Goldwyn students have ambitious and broad pathway choices. Monitor and review the impact of the KS5 curriculum offer –**
  - Build on the success of our EKC partnership- monitor and report on its impact.
  - Focus on achievement for Goldwyn pure pathway students- vocational and missed learning gaps closed from KS4.
  - Consider and trial IGCSE for the Goldwyn post 16 students where appropriate.
  - Focus on independence for the KS4 and 5 groups- travel training, enhanced community roles, curriculum offer such as first aid and finance training.
3. **Teaching Staff at Goldwyn benefit from a range of Peer to peer support and development initiatives. These will be both internally and externally to inform research & development of our whole child curriculum.**
  - Staff to be given the best access to accredited courses such as NPQLL/NPQLBC/ NASENCO/ Trauma Informed Practitioners/ Crisis prevention training.
  - Monitor the balance of CPD for our staff; that it is weighted in line with school priorities, student vulnerabilities ensuring a focus on Whole child wellbeing *and* pedagogy of a highly effective and specialist subject curriculum.
  - Expand the opportunities for reflective practice and development- continuing with Deep dives, introducing 'drop ins' and 'theme days'
  - Build on department meetings through more opportunities for Peer review both across Goldwyn Pathways but also with KSENT schools and Mainstream partners.
4. **Develop the role of teaching assistants in the delivery of in class support strategies and interventions in response to individual cohorts' needs. Interventions are targeted and demonstrate marked progress to close the gap.**
  - TA programme progression map to be created - entry-interventions-apprentice for teaching or higher level qualification



## GOLDWYN - *“School Development Plan 2025-2027”*

- Build on the impact of the Specialist Engagement officer; slide in techniques to class shared learning. This role to be shared with other specialist schools.
  - A library of resources to be established for consistent sharing across pathways. CPD for TAs to be planned on a quarterly basis.
- 5. High quality formative assessment and feedback assists teachers in producing clear steps for students, helping students to build knowledge and use it effectively.**
- Define the purpose of assessment for Goldwyn. Informing what needs to be taught and helping students move on to the next step.
  - Further develop the use of Arbor for our assessment purposes – looking at baselines and commonality of meaningful measures.
  - Research and trial appropriate baselines for specific subjects. Trial the use of CATs
  - Development on Feedback
  - Workshops on formative assessment
- 6. Further development of whole school approaches to Literacy increases students' opportunity to read: students enjoy engaging in a wide range of written materials, leading to improved understanding, reading fluency and the ability to share knowledge and ideas through discussion.**
- Elevate the profile of reading through focus curriculum time- DEAR/ Book Week/ Focus days. All subjects to consider the strand of reading that runs through their subject.
  - Strategically plan the reading strategy across pathways. (Map of reading strategy from requiring significant support/intervention- planned activities to stretch and challenge)
- 7. Provide specialist learning environments across the sites classroom learning environments audits and nurture/ focus spaces that meet the emotional and sensory needs of our students.**
- Independent study and nurture spaces to be consistently available across pathways.
  - Nurture hub at Bluebells to be developed in line with Nurture environment research and student voice.
  - Student council to be central to environment investment decisions

**8. Use metacognition approaches and a culture of “Growth mindset” to ensure all students make progress from their baseline.**

- Kent Educational Psychology training to be embedded
- Learning walks to elevate the importance of this approach
- Student ‘spotlight’ opportunities to review impact.

**9. Prepare students for the next stage of their learning and development through access to a broad and relevant curriculum and high quality CEIAG**

- Compass review to identify priorities – careers programme to be enhanced
- Training for key staff on each pathway
- Careers Fayre 2x per year – with traditional focus and then a student led focus.

**10. Establish a Virtual School offer utilising teaching capacity to engage hard to reach students**

- Through attendance meetings students identified
- Build in protocol to work with SEO
- Delivery of curriculum in line with LTP for department subjects



**1. Embed Goldwyn Values through the Goldwyn Time offer**

- Goldwyn values to be distinctly taught through Goldwyn time- curriculum planning to reflect this.
- Leadership teams from each pathway to be present through Goldwyn time walks- elevating the importance of this curriculum devoted time.
- End of day tutor time to have reflection of Arbor REACH and behavior incidents during the day. Allocated mentors to use this time for reflection with key students.
- EHCP outcomes to be directly linked to the planning of Goldwyn time and tracked for achievement.

**2. Values - students to feel active members of the Goldwyn Community and what it stands for.**

- With the governing body Student Council to review the impact of our school values on an annual basis.
- Through whole school events celebrate the values we are all signed up to- REACH Trips/ Sports day/ REACH activity week/ assemblies and festivals
- Monitor the engagement with the parent Arbor app – parents understanding of REACH points and an opportunity to celebrate these via the app notifications.
- Visuals in our school environment of our vision and Values – student voice to be used to develop this.

**3. Trauma Informed Schools Uk to form part of our core offer- thread this evidence led practice through our school policy and practice TISUK**

- Whole school training/ Induction training and governor training to be completed. ST and 12 practitioners to be trained across all pathways.
- Individual student plans in place
- Supervision to be implemented for lead practitioners.

**4. De-escalation training through Crisis prevention Institute and Circle of Adults to be built into our whole school training offer and termly CPD offer resulting in research lead approaches used with vulnerable students.**

**5. Overcome school phobia, patterns of disaffection, increase engagement and attendance with our whole child offer. Specialist Engagement officer role to take the lead on our EBSA approaches.**

- Termly attendance meetings to review approaches and impact.

- Educational Psychology referrals for appropriate students.
  - Review our workforce and resources to meet this ever increasing need.
6. Establish the 'Golden Thread' of expectations for all classroom QFT and environments- students in Goldwyn are supported by Inclusive approaches and environments to engage in learning.
- Golden thread of teacher led adaptations and strategies to be shared with all teaching staff
  - Golden thread of all Environment adaptations for classrooms
  - Leadership walks/ deepdives and Lesson observations to quality assure



## GOLDWYN - "School Development Plan 2025-2027"

Personal Development

- 1. Develop the tracking of progress and achievement of EHCP outcomes and wellbeing– a celebration of the whole child curriculum that Goldwyn offers.**
  - Annually reports on EHCP outcomes for analysis and to feed into SDP and resources allocation.
  - Wellbeing scales to be used consistently across all Goldwyn pathways to inform intervention and Goldwyn time planning.
  
- 2. Provide an enriching and engaging curriculum where personal talents and interests are stimulated and nurtured .**
  - Opportunities outside of core lesson time for community contributions and celebrations of talents.
  - Students to be able to showcase what they achieve outside of school.
  - Extracurricular activities to be on offer across all pathways including DofE sports clubs and theatre trips.
  - This will be evidenced in a Goldwyn 'roadmap' that will provide a transparent and universal offer of milestone experiences for all Goldwyn students.
  
- 3. To create opportunities for students to learn about the wider world, other cultures and beliefs, respecting diversity, developing tolerance and mutual respect.**
  - Monitored through curriculum plans (PDS/RSE/GT)
  - Opportunities to engage in diversity projects beyond the school walls.
  
- 4. Plan for personalised and aspirational careers experiences and interventions that enable students to feel prepared to take the next steps in their journey**
  - Implement the Talk for work specialised intervention across all Goldwyn sites
  - Work in partnership with CXK to target careers resources and expertise to students across Goldwyn
  - Ensure all Goldwyn students have personalised and aspirational work experience placements at KS4
  
- 5. Quality assure the Reading interventions across the school, looking at Impact for our students**
  - Identify key interventions that need to be embedded across Goldwyn school
  - Ensure consistency and effective delivery
  - Link with the Learning Leads to baseline reading ages and provide diagnostics that will inform teaching strategy and intervention.

**1. Leaders have a clear and ambitious vision for providing high quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.**

- New leadership team to embody and have ownership of the school REACH values
- REACH values to be integral to the strategic policy and leadership of the school.
- Review Website and make sure it reflects the vision and values and compliance

**2. To review the organisation of the school to improve the effectiveness of leadership at all levels;**

- Review impact of new staff structure
- New staff inductions to be lead by key APs looking at The Goldwyn curriculum offer/ Behaviour and Interventions
- Build on use of Arbor for academic and Inclusion MIS

**3. Strategic leaders to work with multi agency partners and explore all benefits for the development of Goldwyn school**

- Develop the Nurture hub at Bluebells to become a needed resource for our EBSA students but also a beacon of nurture support for our community.
- Work closely with post 16 providers to ensure pathways for our vulnerable students. Including chairing of the SEND pathways for all group KCC
- Look at opportunities for partnership working and understand the national landscape as we move forward.
- Provide School to School support and lead on pioneering inclusive approaches for SEMH students.
- Manage the transition of the STLS service to new ways of working within KCC.

**4. Development of senior leaders through Coaching for improved leadership skills.**

- Termly coaching focused on individual needs for the most impact on nurturing effective leaders.

**5. Goldwyn curriculum to be defined in the widest sense of a 'Whole child Curriculum' - This to form part of a Goldwyn Curriculum publication.**

- Inclusion and Learning leads to come together to define the learning ladder (Maslow of Goldwyn)
- Golden thread of expectations to form part of the booklet
- Sequenced approach to planning to be unified across all Goldwyn
- Whole child experience articulated in 'Whole child Journey' plan.



## GOLDWYN - *“School Development Plan 2025-2027”*

**6. A monitoring schedule with purpose and pedagogy to be produced for monitoring at all levels. Focus on What will be monitored and why- including the ‘So What’ element.**

- All monitoring activities to be reviewed and co-ordinated to have the most impact on students and staff.
- Monitoring activities to be visualised and shared with staff in the Goldwyn curriculum book.

**7. Training hub to be developed both for Goldwyn community but also to benefit our community around us.**

- A virtual training platform to be shared with all Goldwyn community to share good practice
- External and Internal opportunity to share training and research in action
- Explore additional opportunities for Goldwyn staff to be involved in research at national level.

**8. Resourcing of the school to be led by SDP priorities, student vulnerabilities and voice.**

- Student council to work with the Finance manager to identify priorities for investment
- Subject leads to be given the opportunity for inspiration and innovation of their subjects through subject bids.
- Vulnerability and progress data to feed into financial decision making.

**9. Develop a whole School Wellbeing strategy with staff**

- Wellbeing ambassadors meet regularly to discuss staff wellbeing and strategy at the highest level
- Staff wellbeing platform to be available
- Resouces and strategies to be published in policy and handbook.
- New PMR system to be trialed and rolled out through staff input.
- Action plan to be shared by wellbeing ambassadors

**10. Establish a parental 'voice' group that will meet regularly with Senior leaders and inform school development**

- Enhanced Parent representative to be sought for governing body
- Parental questionnaire annually
- Parent voice group for School development 2x per year.

**11. Embed the 'Whole Child progress meetings' Using data effectively to inform next steps at all levels.**

- APs to take the lead on key areas of meetings
- Effective communication to disseminate key information across all levels of staff.

**12. Develop the Virtual school Goldwyn to meet the needs of a growing EBSA group.**

- Through attendance and progress meeting identify co-hort
- SEO to support the re-engagement to school
- Facilitate curriculum delivery with departments to ensure consistency

**13.** IT strategy to be developed to meet the changing needs of the Goldwyn community

- Benefits-Led Review of School Network Infrastructure
- Evaluation of End User Devices and Software Subscriptions
- Integration of Artificial Intelligence (AI)
- Development of the School Website and Parent App
- Investment in Back Office Systems and Processes
- Implementation Timeline and Success Indicators



GOLDWYN - “School Development Plan 2025-2027”

Key Priority	Action(s) needed	Impact	Who by?	Date for completion	Cost
1:	Define the ‘whole child curriculum’ through gathering of key Goldwyn documents – publish in a Goldwyn Curriculum Booklet. <ul style="list-style-type: none"> <li>- Maslow</li> <li>- Pathways</li> <li>- LTP example (core subjects)</li> <li>- Monitoring cycle</li> <li>- Growth Mindset</li> <li>- Golden Thread of expectations</li> <li>- Engagement Curriculum</li> </ul>	Providing clarity intent and consistency across all Goldwyn sites- setting out the vision we have for all students experiences at Goldwyn.	KG/DT/JC/LH	T 3 and 4 compiling key documents  T5 Draft  T6 publish	Printing costs £300
2:	<p><b>Develop KS5 links to ensure Goldwyn students have ambitious and broad pathway choices. Monitor and review the impact of the KS5 curriculum offer –</b></p> <ul style="list-style-type: none"> <li>• Build on the success of our EKC partnership- monitor and report on its impact.</li> </ul> <p>Termly monitoring meetings with EKC Principals. Case studies and overall Impact report to be produced.</p> <p>Monitoring attendance/ EHCP outcomes, qualifications, wellbeing</p> <ul style="list-style-type: none"> <li>• Focus on achievement for Goldwyn pure pathway students- vocational and missed learning gaps closed from KS4.</li> </ul> <p>Subject specialists at Folkestone to take the lead for KS5 Eng and Maths. Closing the gap for qualifications for route to college.</p> <p>Enhanced progress meetings for attainment at KS5 to be led by APs</p> <ul style="list-style-type: none"> <li>• Consider and trial IGCSE for the Goldwyn post 16 students where appropriate.</li> </ul> <p>IGCSE to be focussed in September 2025 – target group for trial.,</p> <ul style="list-style-type: none"> <li>• Focus on independence for the KS4 and 5 groups- travel training, enhanced community roles, curriculum offer such as first aid and finance training.</li> </ul>	Improved attainments and qualifications across KS5  EKC pathway to broaden curriculum opportunities for Goldwyn Students  KS5 student have increased independence and pathways into adulthood.	DT and TL leads  JC – reporting EKC  DT and focus groups	New staff to be focussed in Term 4 2025 Monitoring ongoing	Curriculum development resources to be identified by subject lead- £500

<p><b>3:</b></p> <p><b>4: Develop the role of teaching assistants in the delivery of in class support strategies and interventions in response to individual cohorts' needs. Interventions are targeted and demonstrate marked progress to close the gap.</b></p>	<p><b>Teaching Staff at Goldwyn benefit from a range of Peer to peer support and development initiatives. These will be both internally and externally to inform research development of a whole child curriculum.</b></p> <ul style="list-style-type: none"> <li>- Staff to be given the best access to accredited courses such as NPQLL/NPQLBC/ NASENCO/ Trauma Informed Practitioners/ Crisis prevention training. <a href="#">Monitor the impact of training on impactful curriculum delivery.</a></li> <li>- Monitor the balance of CPD for our staff; that it is weighted in line with school priorities, student vulnerabilities ensuring a focus on Whole child wellbeing <i>and</i> pedagogy of a highly effective and specialist subject curriculum.</li> <li>- Expand the opportunities for reflective practice and development- continuing with Deep dives, introducing 'drop ins' and 'theme days'</li> <li>- Build on department meetings through more opportunities for Peer review both across Goldwyn Pathways but also with KSENT schools and Mainstream partners.</li> </ul> <p>TA programme progression map to be created - entry-interventions- apprentice for teaching or higher level qualification  <a href="#">Visual created and shared with staff</a>  <a href="#">HR to utilise in conversations</a>  <a href="#">Copies in staff handbook and induction folders</a>  <a href="#">Updates for staff planned via workshops</a></p> <p>A library of resources to be established for consistent sharing across pathways. CPD for TAs to be planned on a quarterly basis.</p>	<p>Highly skilled staff who are retained in the workforce and have impact on children's learning</p> <p>CPD is focussed</p> <p>The monitoring cycle enables for strong self development across Goldwyn</p> <p>Recruitment/ Retention Highly skilled workforce</p>	<p>KG/DT/JC</p> <p>DT/JC/TB</p> <p>DT/JC/TB</p>	<p>Ongoing</p> <p>Summer 25</p> <p>Summer 25</p>	<p>£8000</p> <p>£100</p>
---	---	---	---	--	--------------------------



GOLDWYN - "School Development Plan 2025-2027"

--	--	--	--	--	--

Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact

Behaviour & Attitudes					
Key Priorities <b>1: Embed Goldwyn Values through the Goldwyn Time offer</b>	Action(s) needed Goldwyn values to be distinctly taught through Goldwyn time-curriculum planning to reflect this.	Impact Students have a sense of pride, nurture and belonging as well as increased Emotional literacy skills	Who by? Inclusion teams to train staff	Reviewed by & date? Termly	Cost Teams to identify if additional resources are needed to deliver

<p><b>2: Values - students to feel active members of the Goldwyn Community and what it stands for.</b></p>	<p>Leadership teams from each pathway to be present through Goldwyn time walks- elevating the importance of this curriculum devoted time.</p> <p>End of day tutor time to have reflection of Arbor REACH and behavior incidents during the day. Allocated mentors to use this time for reflection with key students.</p> <p>Parents comms re using app/ Staff workshop by LH re end of day</p> <p>Screens in reception area to display weekly highlights – KG LH</p> <p>EHCP outcomes to be directly linked to the planning of Goldwyn time and tracked for achievement.</p> <p>JC and AENCOs to map this out to feed into GT plans</p> <p>Monitoring via termly meetings SMT/IT</p> <p>Annual reports to governors and parents</p> <p>With the governing body Student Council to review the impact of our school values on an annual basis.</p>	<p>GSB/ SMTs- core curriculum time delivered to the highest quality with impact</p> <p>REACH to be viable and core to the delivery of ‘whole child education’ Families to have insight to the positive on a daily basis.</p> <p>EHCP outcomes and student interventions directly planned for in devoted curriculum time.</p> <p>Student voice at the forefront of school development</p>	<p>Staff to take the lead on planning</p> <p>Centre SMT/ GSB</p> <p>LH/KG Tutors end of day</p> <p>KG/JC Inclusion teams</p> <p>KG Gov body</p>	<p>Termly</p> <p>T4 2025 implementation</p> <p>Ongoing</p> <p>Annual Summer Term</p>	<p>intervention embedded in GT (allocated budget £1000)</p> <p>Nil</p> <p>£300</p> <p>Nil- however termly resources review in line with needs of students</p> <p>Nil</p>
--	--	--	---	--	--



GOLDWYN - "School Development Plan 2025-2027"

<p><b>3: Trauma Informed Schools Uk to form part of our core offer- thread this evidence led practice through our school policy and practice TISUK</b></p>	<p>Student council to review this in a 'deep dive fashion with governing body'</p> <p>Through whole school events celebrate the values we are all signed up to- REACH Trips/ Sports day/ REACH activity week/ assemblies and festivals</p> <p>Monitor the engagement with the parent Arbor app – parents understanding of REACH points and an opportunity to celebrate these via the app notifications.</p> <p>Visuals in our school environment of our vision and Values – student voice to be used to develop this.</p> <p>Whole school training/ Induction training and governor training to be completed. ST and 12 practitioners to be trained across all pathways.</p> <p>Individual student plans in place On a termly basis student cohorts identified for intensive support. Supervision to be implemented for lead practitioners. Group supervision termly</p>	<p>Values become the lived experience of our school community</p> <p>Parents actively engaged in celebrating values success</p> <p>'One school' united by our shared Vision and Values'</p> <p>Approaches with students across all school sites to be informed by Trauma led practice</p>	<p>GSB</p> <p>JW/KG/LH</p> <p>KG/LH</p> <p>JC/IT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>April 25</p> <p>Ongoing</p>	<p>£4000 annually</p> <p>Arbor costs</p> <p>£8000</p> <p>£3000</p>
--	--	---	--	--	--

			KG		
--	--	--	----	--	--

Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact

Personal Development					
<b>Key Priority</b>	Action(s) needed	Impact	Who by?	By when?	Reviewed When & Who?
<b>2: Provide an enriching and engaging curriculum where</b>		Building confidence and self actualisation in our students	ITeams/ HoS	Ongoing	IT meeting bi termly Governors



Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact

<b>Leadership &amp; Management</b>



<p><b>IT Strategy</b></p>	<p>Benefits-Led Review of School Network Infrastructure</p> <ul style="list-style-type: none"> <li>• Conduct a thorough evaluation of existing network capabilities, including bandwidth, security measures, and hardware.</li> <li>• Involve staff, pupils, and parents in the review process to gather insights on current challenges and desired improvements.</li> <li>• Plan for scalability to accommodate future technological advancements and increased demand for digital resources.</li> </ul> <p>Evaluation of End User Devices and Software Subscriptions</p> <ul style="list-style-type: none"> <li>• Create an inventory of all end-user devices (laptops, tablets, etc.) currently in use and evaluate their condition and performance.</li> <li>• Conduct an audit of all software subscriptions, assessing their effectiveness and relevance to the curriculum.</li> <li>• Perform a cost-benefit analysis of each subscription and explore opportunities for consolidation to reduce costs while maintaining functionality.</li> </ul> <p>Integration of Artificial Intelligence (AI)</p> <ul style="list-style-type: none"> <li>• Research AI tools that can automate administrative tasks (e.g., grading, attendance tracking) to free up teachers' time for instructional planning.</li> <li>• Implement AI-driven platforms that provide personalised learning experiences for pupils, adapting content and pacing to meet individual needs.</li> </ul>	<p>Measure reductions in teacher workload through surveys and time-tracking methods.</p> <p>Analyse pupil performance data to assess the impact of new technologies on learning.</p> <p>Conduct regular surveys to gauge satisfaction levels among staff, pupils, and parents regarding the effectiveness of the IT strategy.</p>	<p>Phase 1: Review and Assessment (January - June 2025)</p> <p>Phase 2: Strategy Development (July - August 2025)</p> <p>Phase 3: Implementation (September 2025 onwards)</p>	
---------------------------	--	---	---	--



## GOLDWYN - "School Development Plan 2025-2027"

	<ul style="list-style-type: none"><li>• Utilise AI to analyse pupil performance data, identifying trends and areas for intervention.</li></ul> <p>Development of the School Website and Parent App</p> <ul style="list-style-type: none"><li>• Website Enhancement:<ul style="list-style-type: none"><li>○ Ensure the school website is user-friendly, visually appealing, and regularly updated to reflect current events, achievements, and school values.</li><li>○ Include sections for ethos, PTA, news, and a dedicated area for prospective parents to highlight key selling points and testimonials.</li></ul></li><li>• Parent App Implementation:<ul style="list-style-type: none"><li>○ Develop a parent app that provides real-time updates on school events, pupil progress, and important notifications.</li><li>○ Ensure the app includes features for easy communication between parents and teachers, fostering stronger relationships and engagement.</li></ul></li></ul> <p>Investment in Back Office Systems and Processes</p> <ul style="list-style-type: none"><li>• New Systems Implementation:<ul style="list-style-type: none"><li>○ Invest in modern back office systems for purchasing and HR to streamline operations, reduce manual processes, and improve data accuracy.</li><li>○ Implement a cloud-based purchasing system that allows for efficient procurement processes, tracking of orders, and budget management.</li></ul></li></ul>				
--	--	--	--	--	--

	<ul style="list-style-type: none"> <li>• HR System Upgrade: <ul style="list-style-type: none"> <li>○ Upgrade to a comprehensive HR management system that facilitates employee onboarding, performance tracking, and payroll management.</li> <li>○ Ensure the system provides self-service options for staff to access payslips, leave requests, and personal information updates.</li> </ul> </li>   <li>• Process Improvement: <ul style="list-style-type: none"> <li>○ Review and optimise existing back office processes to enhance efficiency and reduce administrative burdens on staff.</li> <li>○ Provide training for staff on new systems to ensure smooth adoption and maximise the benefits of IT investments.</li> </ul> </li> </ul>				
--	--	--	--	--	--

Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact



GOLDWYN - ***School Development Plan 2025-2027***

--	--	--	--	--	--