



GOLDWYN SCHOOL

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.



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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



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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**
'Whole Child Curriculum Booklet'
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.
 - Drop ins walk throughs – staff to buy into a self led system
 - Middle leaders to be offered coaching pilot
 - 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- 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.



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- 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
 - 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.**
 - Refine 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

11: Unify options across all sites to ensure equity of the Goldwyn offer for all students



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.
- Emotional Literacy to be at the core of GT

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
- 7: Work with the LA and Anna Freud centre to embed the Engagement curriculum and showcase its impact**
- Termly attendance meetings demonstrate marked impact on student attendance
 - Parent satisfaction is high for our engagement curriculum offer
 - Student resilience factors increase as a direct impact of the Engagement curriculum
 - SBR for attendance to review its impact



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Personal Development &
Wellbeing

- 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.
 - Wellbeing scales to show improvements in wellbeing for targeted students
 - EHCP outcomes to be directly linked to the planning of Goldwyn time and tracked for achievement.

- 2. Review and Refine a provision mapping programme across all sites- ensuring a consistent approach**
 - New provision mapping training for SENCOs/Inclusion teams - consistency and satisfaction of families
 - Easily accessible information for classroom adaptations – Arbor link - accessibility for teachers to make adaptations
 - Student and Parent in partnership to develop a truly child centered document
 - Universal targeted interventions resourced and monitored on a termly basis through Goldwyn Time offer and progress reviews
 - Publish our universal provision as a school

- 3. 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.

- 4. 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.

- 5. 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-

6. 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.

7: Multi Disciplinary Team to be established internally and externally and inform provision and strategy across the school

- Build on strog partnership working and collaborative planning for students



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Leadership & Governance

- 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.**
 - Leadership team members 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 staff structure and ensure consistency across sites of roles and responsibilities
 - New staff inductions to be led 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.

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
- Resources 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



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- 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 cohort
- 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

Inclusion	<ul style="list-style-type: none"> <input type="checkbox"/> Our vulnerability database identifies students with the most need so that swift targeted support is put in place to tackle disadvantage <input type="checkbox"/> Tracking systems review impact on students vulnerability factors so we identify disadvantage to a granular level to ensure students make progress and the ‘Whole Child curriculum’ is impactful. <ul style="list-style-type: none"> • ASC/CIC/Trauma/ADHD/ Living in poverty etc <input type="checkbox"/> Whole child curriculum tracks the impact of our curriculum on students and ensures wider and meaningful impact measures are central to our overall vision <ul style="list-style-type: none"> • EHCP outcomes/ Destinations/Wellbeing/ REACH values/ Student confidence scales/ Parental confidence scales/Engagement <input type="checkbox"/> Goldwyn Time planning, Through The Eyes of a Child monitoring and Learning walks demonstrate a continuous cycle of improvement in this school. <input type="checkbox"/> The school fosters strong multiagency partnership to inform decisions around school improvement and resourcing <ul style="list-style-type: none"> • Educational Psychology/ OT/SALT/ Kent Attendance services/ Safeguarding Uk and LESAS/ Anna Freud/ KMT <input type="checkbox"/> Goldwyn school demonstrates inclusive practice to a national level and is able to use this to influence inclusive change its community <ul style="list-style-type: none"> • IQM flagship status • Nurture Hub • EKC partnerships • External training offer for schools and families
Safeguarding	<ol style="list-style-type: none"> 1. Peer reviews and safeguarding external Audit to monitor safeguarding practices <ul style="list-style-type: none"> • Strong partnerships and QA systems demonstrate good safeguarding practice • CPD termly enhanced offer for training Safeguarding themes • Parental training and ‘workshop’ opportunities • Regular quizzes for staff to test knowledge



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Post 16 Provision	<ol style="list-style-type: none"> 1. Our Post 16 pure Goldwyn offer is planned with engagement and progression core to development 2. EKC partnerships offer opportunities to students who otherwise would be unable to make a step to mainstream college 3. All students have planned and supported Post 16 pathways 4. 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.
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Curriculum Teaching and Achievement

<u>Key Priority</u>	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"> - Maslow - Pathways - LTP example (core subjects) - Monitoring cycle - Growth Mindset - Golden Thread of expectations - Engagement Curriculum 	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

<p>2:</p>	<p>Develop KS5 links to ensure Goldwyn students have ambitious and broad pathway choices. Monitor and review the impact of the KS5 curriculum offer –</p> <ul style="list-style-type: none"> • Build on the success of our EKC partnership- monitor and report on its impact. <p>Termly monitoring meetings with EKC Principals. Case studies and overall Impact report to be produced. Monitoring attendance/ EHCP outcomes, qualifications, wellbeing</p> <ul style="list-style-type: none"> • Focus on achievement for Goldwyn pure pathway students- vocational and missed learning gaps closed from KS4. <p>Subject specialists at Folkestone to take the lead for KS5 Eng and Maths. Closing the gap for qualifications for route to college. Enhanced progress meetings for attainment at KS5 to be led by APs</p> <ul style="list-style-type: none"> • Consider and trial IGCSE for the Goldwyn post 16 students where appropriate. <p>IGCSE to be focussed in September 2025 – target group for trial.,</p> <ul style="list-style-type: none"> • Focus on independence for the KS4 and 5 groups- travel training, enhanced community roles, curriculum offer such as first aid and finance training. 	<p>Improved attainments and qualifications across KS5</p> <p>EKC pathway to broaden curriculum opportunities for Goldwyn Students</p> <p>KS5 student have increased independence and pathways into adulthood.</p>	<p>DT and TL leads</p> <p>JC – reporting EKC</p> <p>DT and focus groups</p>	<p>New staff to be focussed in Term 4 2025 Monitoring ongoing</p> <p>Ongoing</p>	<p>Curriculum development resources to be identified by subject lead- £500</p> <p>£8000</p>
<p>3:</p>	<p>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.</p> <ul style="list-style-type: none"> – Staff to be given the best access to accredited courses such as NPQLL/NPQLBC/ NASENCO/ Trauma Informed Practitioners/ Crisis prevention training. <i>Monitor the impact of training on impactful curriculum delivery.</i> – 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. 	<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</p>	<p>KG/DT/JC</p>	<p>Ongoing</p>	<p>£8000</p>



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<p>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.</p>	<ul style="list-style-type: none"> – 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. <p>TA programme progression map to be created - entry-interventions- apprentice for teaching or higher level qualification Visual created and shared with staff HR to utilise in conversations Copies in staff handbook and induction folders Updates for staff planned via workshops</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>development across Goldwyn</p> <p>Recruitment/ Retention Highly skilled workforce</p>	<p>DT/JC/TB</p> <p>DT/JC/TB</p>	<p>Summer 25</p> <p>Summer 25</p>	<p>£100</p>
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Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact
<p>GP 5 – The implementation of whole school assessment – NGRT, NGST, PASS, CAT4.</p>	<p>5 - Relevant interventions have been able to be put into place. On reflection it wasn't the best option to have all the assessments in the same window – report back to APs.</p>	<p>9 – Mock exams – all students sitting GCSEs this year to be involved in mocks. Think about when appropriate for Year 10s to be sitting mocks.</p>			

<p>3 – Learning walks – make these SMART. Roll out to include CP and AS conducting the walks with RP and EO.</p> <p>6th Form 2 – To ensure each student is on the correct post 16 pathway. To ensure each student is facilitated to take November resits if appropriate.</p> <p>Gf - 1 – Using cross site teaching to improve offer by having well educated staff delivering curriculum</p> <p>4 - “Tea time” - TAs to spend 30 mins department time to share best practise and show strategies that work to engage students</p> <p>5 – In troduction of mock exams as well as functional skills (y9 to y11).</p> <p>6 – embed bedrock lessons</p> <p>11 – sharing of resources and teachers</p>	<p>3 - AS and CP included – brought an inclusion voice to the walks. Learning walk feedback – SMART - all subject needs being met.</p> <p>2 – Consistent meaningful contact with leavers to check welfare and progress. Advice offered if struggling – stay connected event well attended. Full support for EKC cohort – some students moved courses within this pathway. Maths and English curriculum offered to all 6th formers – GCSE resists facilitated successfully.</p> <p>Focussed plan to redevelop and resource appropriately at pathways</p>	<p>Exam stress workshops – identify who needs further support from workshops.</p> <p>5 - Gap analysis – ensure this is completed by all staff ready for review and feedback into planning.</p> <p>2 – EKC partnership development – meet with principles to develop relationships within the partnerships – look at EKC offer – PSD / life skills lacking?</p> <p>GF – 3 - Peer to peer observations to happen and buddy system for observations to improve practiser and embed T&L meeting strategies</p> <p>4 – Tea Time – staff to identify weak areas and bring to workshops. This to open to group and hivemind strategies.</p> <p>7 – AENCO and Inclusion lead to improve intervention spaces to be more structured and appealing to students to learn independently</p>	<p>Focus spaces resourced appropriately, in an appropriate location within the centre and managed effectively by centre staff. Students able to access a tiered approach to regulation and reintegration</p> <p>Completed and provides and equitable offer with</p>		
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<p>7 Review of learning environments completed across all pathways completed with HoS, ILs, and Student Leaders. EP and OT completed reviews and made recommendations by pathway.</p>		<p>Staff work spaces relocated to create specialist environments that are fully resourced based on reviews and reports from professionals. As part of the Golden Thread, every learning area to be equipped to support students with emotional / sensory regulation. Whole Child Curriculum</p> <p>Development of Key Stage 5 Links: Role of Pastoral Lead in delivery of core offer to Pathway 1 and Goldwyn Core students Key Stage 5 offer developed to encompass Level 1 and 2 Motor Vehicle and Construction, Health and Social Care and Travel and Tourism courses. Contact hours – Employability skills, Talk for Work, PSD for all Post-16s.</p>	<p>resources being shared across all sites</p>		
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		<p>New Post-16 Base/Hub Post-16 base on one site – GVC building</p> <p>Blended offer English and Maths – groupings tailored to learning needs of student cohort</p> <p>Teaching staff peer to peer support/teacher training, - walk-throughs. Focusing on addressing student gaps and sharing good practice to improve outcomes. Teaching and Learning Leads leading on drop-ins and walk- throughs – establishing across sites</p> <p>Peer mentoring – via departmental meetings. Cross-site departmental working, with cross-site priorities identified</p> <p>Developing of TA Role: Support staff focused times – e.g. TEA Time at Goldwyn Folkestone.</p> <p>Using Goldwyn Time slot (until 9.30am) once termly to provide a focused time (or TAs stay until 4.30pm) -</p>	<p>Tangible improvement in approaches utilised</p> <p>Beneficial to development of professional practice amongst support staff, and for sharing feedback from support staff undertaking Level 5 qualifications</p>		
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		<p>- for upskilling of Teaching Assistants, CPD</p> <p>Level 5 Ambassadors: Level 5 Qualification for support staff NPQs Core Training and onboarding Monitoring balance of Continuous professional development. Utilisation of Inclusion Leads to lead on internal CPD sessions</p> <p>Learning Walks – confidence to address identified actions. Revisiting and embedding culture. Use of Centre Meeting times and Friday PM training slots to connect to wider approaches.</p> <p>Use of formative assessments – CATs/NGRT Effective feedback and effective marking. Policy of live feedback. Active teaching style.</p>			
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Attendance and Behaviour

Attendance and Behaviour					
Key Priorities	Action(s) needed	Impact	Who by?	Reviewed by & date?	Cost
1: Embed Goldwyn Values through the Goldwyn Time offer	Goldwyn values to be distinctly taught through Goldwyn time- curriculum planning to reflect this.	Students have a sense of pride, nurture and belonging as well as increased Emotional literacy skills	Inclusion teams to train staff	Termly	Teams to identify if additional resources are needed to deliver intervention embedded in GT (allocated budget £1000)
	Leadership teams from each pathway to be present through Goldwyn time walks- elevating the importance of this curriculum devoted time. <i>HoS completed a round of GT learning walks and discussed outcomes with staff.</i>	GSB/ SMTs- core curriculum time delivered to the highest quality with impact	Staff to take the lead on planning	Termly	Nil
	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.	REACH to be viable and core to the delivery of 'whole child education' Families to have insight to the positive on a daily basis. EHCP outcomes and student interventions directly planned for in devoted curriculum time.	Centre SMT/ GSB LH/KG Tutors end of day	T4 2025 implementation	£300



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<p>2: Values - students to feel active members of the Goldwyn Community and what it stands for.</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>Student voice at the forefront of school development</p>	<p>KG/JC Inclusion teams</p>	<p>Ongoing</p>	<p>Nil- however termly resources review in line with needs of students</p>	
	<p>With the governing body Student Council to review the impact of our school values on an annual basis.</p> <p>Student council to review this in a ‘deep dive fashion with governing body’</p>	<p>Values become the lived experience of our school community</p>	<p>KG Gov body</p>	<p>Annual Summer Term</p>	<p>Nil</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><i>REACH shop launched across all sites</i></p>	<p>Parents actively engaged in celebrating values success</p>	<p>GSB</p>	<p>Ongoing</p>	<p>£4000 annually</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>‘One school’ united by our shared Vision and Values’</p>	<p>JW/KG/LH</p>	<p>Ongoing</p>	<p>Arbor costs</p>	
	<p>Visuals in our school environment of our vision and Values – student voice to be used to develop this.</p>	<p>Approaches with students across all school sites to be informed by Trauma led practice</p>	<p>KG/LH</p>	<p>April 25</p>	<p>Arbor costs</p>	
			<p>JC/IT</p>	<p>Ongoing</p>	<p>£8000</p>	

<p>3: Trauma Informed Schools Uk to form part of our core offer- thread this evidence led practice through our school policy and practice TISUK</p>	<p><i>REACH displays and visuals evident in student and parent/visitor areas on all sites</i></p> <p>Whole school training/ Induction training and governor training to be completed. ST and 12 practitioners to be trained across all pathways. <i>Every pathway has TIS practitioners. Further training identified for specific staff</i></p> <p>Individual student plans in place On a termly basis student cohorts identified for intensive support. <i>Boxall / PASS / Leuvan used for termly identification and to measure impact</i></p> <p>Supervision to be implemented for lead practitioners. Group supervision termly <i>KEPS supervision for Nurture / SEOs/SEMH leads</i></p>		<p>KG</p>		<p>£3000</p>
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Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact
<p>GP 1 – Promote soft landings – each lesson to be a chance to refresh and move on. Ensure basic needs are met throughout the course of the student's day with us.</p>	<p>1 - All students settle well. Students are visibly comfortable and as a result are beginning to be able to voice if they need</p>	<p>2 – Student voice has been instrumental in determining REACH rewards. These were set at the beginning of the year but need to be maturely revisited to ensure the</p>			



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<p>6 – Promote Golden Thread – create staff room board.</p> <p>6th Form 6 – To establish what the Golden Thread looks like to 6th formers.</p> <p>GF 1 - Ensure consistent Goldwyn time planning and embedded SEMH interventions in this time</p> <p>2 – Students to use student voice to improve offer in GF</p> <p>5. Termly attendance meetings with SMT focus on EBSA profile students with interim reviews for key students scheduled.</p>	<p>further support with anything.</p> <p>6 - Staff room board created and used in briefings as a point of reference. Students have welcomed the promotion of REACH and HPs. Majority of students enjoy taking home certificates. Uptake on the shop has been significant – students are enjoying overseeing their rewards.</p> <p>6 – The Golden Thread has been promoted and adapted to meet the needs of the 6th formers. Respect plays an important part in the 6th form Golden Thread.</p> <p>Personalised programmes developed for identified students. SEOs working with students and parents resulting in increasing engagement and attendance</p>	<p>rewards meet the needs of the cohort.</p> <p>3 – 5-point scales – ensure that each student has contributed to their individualised 5-point scale.</p> <p>5 – Promote the critical importance of regular attendance. Analyse data from attendance meetings and present key statistics to students to address emerging trends and concerns.</p> <p>SEOs provided supervision by KEPS. SEOs meeting together termly to share practice and discuss caseloads.</p> <p>GF – 4 - CPI refresher to be implemented to old and new staff.</p>			
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EP consultations taken place for key students – including their parent in these meetings		6 Golden Thread of expectations established and delivered to all staff through whole school training. Golden thread central to all monitoring activities			
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Personal Development and wellbeing					
<u>Key Priority</u>	Action(s) needed	Impact	Who by?	By when?	Reviewed When & Who?
2: Provide an enriching and engaging curriculum where personal talents and interests are stimulated and nurtured.	<p>Opportunities outside of core lesson time for community contributions and celebrations of talents.</p> <p>Reading buddies at primary schools</p> <p>Music opportunities like conference and Christmas carols at resident homes.</p> <p>Students to be able to showcase what they achieve outside of school.</p> <p>Newsletter contributions and assembly time.</p>	<p>Building confidence and self actualisation in our students</p>	<p>ITeams/ HoS</p>	<p>Ongoing</p>	<p>IT meeting bi termly Governors</p>
	<p>Extracurricular activities to be on offer across all pathways including DofE sports clubs and theatre trips.</p> <p>Visits and planning with other SS to see how they manage the offer with Transport</p>	<p>Wider school curriculum offer with extracurricular activities. Community participation</p>	<p>HOS and IT- Pastoral staff member to deliver</p>	<p>T4 launch</p>	<p>KG</p>



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<p>3: To create opportunities for students to learn about the wider world, other cultures and beliefs, respecting diversity, developing tolerance and mutual respect.</p>	<p>Initial clubs offer from T4 This will be evidenced in a Goldwyn 'roadmap' that will provide a transparent and universal offer of milestone experiences for all Goldwyn students.</p> <p>Monitored through curriculum plans (PDS/RSE/GT) Departments to be planning directly for diversity and culture understanding.</p> <p>PSD curriculum resource programme to be renewed</p> <p>Opportunities to engage in diversity projects beyond the school walls.</p>	<p>Promoting inclusion tolerance and understanding</p>	<p>PSD team/ Inclusion Teams</p>	<p>Annually LTP review</p>	<p>-tbc</p>
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Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact
<p>GP 3 – The implementation of a wide and varied PE curriculum with an emphasis on capturing the interest of students who are not engaged in physical activity.</p>	<p>3 - 1:1 sessions offered to reluctant learners – this has gone very well, with many already able to join a group. Circus skills promoted and regularly attended by students who have refused all other forms of physical activity.</p>	<p>3 – (Continued from T1&2) The implementation of a wide and varied PE curriculum with an emphasis on capturing the interest of students who are not engaged in physical activity.</p> <p>4 – Interventions - tightening up on recording of mentoring and</p>			

<p>3 – REACH reward trip to the PANTO. Promote to ensure students feel it is a safe and viable option to attend.</p> <p>6 – Bedrock – ensure all students are set up and exposed to this learning platform.</p> <p>5 – Post 16 visits – organisation of a wide range of Post 16 option visits – to ensure a smooth and informed transition period.</p> <p>6th Form 5 – Next steps – ensure all 6th formers are aware of and working towards their next steps.</p> <p>7 Multidisciplinary meetings established. Two meetings per team scheduled</p>	<p>3 - Attendance hindered by sickness within the building, but the trip was attended by students who had never experienced a PANTO before. Feedback form completed within the building was very positive.</p> <p>6 - Bedrock has not yet been fully implemented due to waiting on Arbor issues to be resolved – the hope is this will be resolved by T3.</p> <p>5 – Post 16 visits have gone well – 6 options visited. Further visits to be organised for T4.</p> <p>5 – All Goldwyn based students engaged with a CXK session to help support them with their next steps. Consider this option for EKC students – approach APs?</p> <p>Students from all sites referred regularly to meetings. Process developed to ensure tiered approach is understood by</p>	<p>interventions – to revamp the intervention tracker - tracking the reasoning behind the intervention and the impact seen.</p> <p>4 – Look into the offer available to EKC students regarding life skills / PSD. Make a plan to implement support.</p> <p>1- Inclusion Team and Nurture Lead reviewed resources available to measure wellbeing of students.</p>			
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<p>2: To review the organisation of the school to improve the effectiveness of leadership at all levels;</p>	<p>Review impact of new staff structure</p> <p>Jan 25 look at the impact of each role and plan for Roles and Responsibilities</p> <p>New staff inductions to be lead by key APs looking at The Goldwyn curriculum offer/ Behaviour and Interventions</p> <p>Build on use of Arbor for academic and Inclusion MIS</p> <p>Attendance data to be captured – review code usage across sites</p> <p>Interventions and Vulnerabilities to be captured via Arbor</p>			
<p>3. IT Strategy</p>	<p>Benefits-Led Review of School Network Infrastructure</p> <ul style="list-style-type: none"> • Conduct a thorough evaluation of existing network capabilities, including bandwidth, security measures, and hardware. • Involve staff, pupils, and parents in the review process to gather insights on current challenges and desired improvements. • Plan for scalability to accommodate future technological advancements and increased demand for digital resources. <p>Evaluation of End User Devices and Software Subscriptions</p> <ul style="list-style-type: none"> • Create an inventory of all end-user devices (laptops, tablets, etc.) currently in use and evaluate their condition and performance. 	<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>	



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	<ul style="list-style-type: none">• Conduct an audit of all software subscriptions, assessing their effectiveness and relevance to the curriculum.• Perform a cost-benefit analysis of each subscription and explore opportunities for consolidation to reduce costs while maintaining functionality. <p>Integration of Artificial Intelligence (AI)</p> <ul style="list-style-type: none">• Research AI tools that can automate administrative tasks (e.g., grading, attendance tracking) to free up teachers' time for instructional planning.• Implement AI-driven platforms that provide personalised learning experiences for pupils, adapting content and pacing to meet individual needs.• Utilise AI to analyse pupil performance data, identifying trends and areas for intervention. <p>Development of the School Website and Parent App</p> <ul style="list-style-type: none">• Website Enhancement:<ul style="list-style-type: none">○ Ensure the school website is user-friendly, visually appealing, and regularly updated to reflect current events, achievements, and school values.○ Include sections for ethos, PTA, news, and a dedicated area for prospective parents to highlight key selling points and testimonials.• Parent App Implementation:<ul style="list-style-type: none">○ Develop a parent app that provides real-time updates on school events, pupil progress, and important notifications.				
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	<ul style="list-style-type: none"> ○ Ensure the app includes features for easy communication between parents and teachers, fostering stronger relationships and engagement. <p>Investment in Back Office Systems and Processes</p> <ul style="list-style-type: none"> ● New Systems Implementation: <ul style="list-style-type: none"> ○ Invest in modern back office systems for purchasing and HR to streamline operations, reduce manual processes, and improve data accuracy. ○ Implement a cloud-based purchasing system that allows for efficient procurement processes, tracking of orders, and budget management. ● HR System Upgrade: <ul style="list-style-type: none"> ○ Upgrade to a comprehensive HR management system that facilitates employee onboarding, performance tracking, and payroll management. ○ Ensure the system provides self-service options for staff to access payslips, leave requests, and personal information updates. ● Process Improvement: <ul style="list-style-type: none"> ○ Review and optimise existing back office processes to enhance efficiency and reduce administrative burdens on staff. ○ Provide training for staff on new systems to ensure smooth adoption and maximise the benefits of IT investments. 			
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Term 1&2		Term 3 &4		Term 5&6	
Actions	Impact	Actions	Impact	Actions	Impact
<p>GP 2 – Arbor recording – to implement recording via registers. To look at reasoning and effectiveness of academic notes.</p> <p>3 – EKC / Goldwyn schools' partnership – to look at this partnership and assess how effective the partnership is performing.</p> <p>6th Form 3 – Ensure all students have the opportunity to resist maths and English is appropriate. Ensure appropriate lessons are timetabled to support this.</p> <p>3 Mainstream outreach offer launched to all</p>	<p>2 – Registers have been set up and are working well. Tweaks to recommend to RG would be being able to access academic notes, REACH and HP, and behaviours all from lesson registers – this would cut down on admin time switching between screens.</p> <p>3 – The partnership can be improved – closer working with / reporting to one another needed.</p> <p>3 - EKC academic offer needs to be looked at – time frame of resists and further lessons mapped out for the students. November resits successfully undertaken with all those that wanted.</p>	<p>5 – Whole child curriculum – to set up a school display to reflect and promote the whole child journey each student walks with Goldwyn.</p> <p>5 – Whole child curriculum – to set up a school display to reflect and promote the whole child journey each student walks with Goldwyn.</p>			

<p>Ashford mainstream secondaries</p> <p>3 Nurture outreach provided to primary schools when requested</p> <p>3 Nurture Hub supporting Goldwyn EBSA students</p> <p>8 Wellbeing Ambassador meetings continue.</p> <p>11 Whole child progress meetings developed and scheduled for the academic year</p> <p>TBR Suggestions: 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. 2) To review the organisation of the school to improve the effectiveness of leadership at all levels</p>	<p>First cohort successful – increased attendance at home school for students attending.</p> <p>Nurture support well received by schools visited with further visits planned</p> <p>Increased onsite engagement of students through SEO work in the community and at the Nurture Hub</p> <p>Action plan updated and shared</p> <p>Meetings focus on the whole child, led by APs focussing on their key areas of responsibility</p> <p>All recruitment materials, policies and senior leadership job descriptions have been comprehensively reviewed and rewritten</p>	<p>2 New staff induction programme developed with termly presentations from Principal and APs</p> <p>7 Training offer being developed for Ashford mainstream settings and parents.</p> <p>Wellbeing policy and strategy drafted. Staff survey with wellbeing section sent to all staff.</p> <p>REACH values are fully reflected and embedded, ensuring consistency of message and expectations across the organisation.</p> <p>Off timetable for first 3 days.</p>			
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<p>4) Development of senior leaders through Coaching for improved leadership skills.</p>	<p>A strengthened induction programme.</p> <p>Leadership-led induction presentations are scheduled for the first Friday afternoon of every main term.</p> <p>A structured evaluation form, aligned to leadership expectations within the Ofsted Framework, will be implemented</p> <p>Coaching outcomes will be reviewed regularly to monitor progress, measure improvement in leadership behaviours, and ensure a sustained culture of reflective practice and continuous growth</p>	<p>Provide clarity of vision, strategic alignment and expectations for professional conduct and performance.</p> <p>Capture meaningful feedback on the impact of coaching</p>			
<p>9) Develop a whole School Wellbeing strategy with staff</p>	<p>Wellbeing ambassadors meet regularly to discuss staff wellbeing and strategy at the highest level</p> <p>Wellbeing Ambassadors meet regularly to drive the wellbeing strategy, ensuring staff voice directly informs policy, practice and organisational priorities.</p> <p>Termly meeting dates are embedded in the whole-school calendar to secure consistency and visibility.</p> <p>Staff wellbeing platform to be available</p>				

	<p>A dedicated staff wellbeing platform will be reinstated following the launch of the new school website, providing accessible resources, guidance and signposting in one central location.</p> <p>Resources and strategies to be published in policy and handbook.</p> <p>Wellbeing resources, strategies, and expectations are clearly set out in the Staff Handbook, and are actively promoted through recruitment materials and the school website.</p> <p>New PMR system to be trialed and rolled out through staff input.</p> <p>A new Performance Management and Review (PMR) system has been piloted and implemented in phases, with teaching staff trialling it in October 2025 and support staff rollout completed in March 2026.</p> <p>Action plan to be shared by wellbeing ambassadors</p> <p>The updated Wellbeing Action Plan has been shared with all Wellbeing Ambassadors and will be published on the new school website, ensuring</p>				
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	transparency, accountability, and whole-school ownership.				
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