



beatrice tate school

School Improvement Plan (SIP)

Spring 2026



Contents

Post Ofsted Strategic Alignment (February 2026)	3
School Improvement Plan – Priorities and Implementation Objectives (2025-2028)	4
School Improvement Plan – Priorities and Action Plan (2025-2028).....	6
SIP 1 - Strategic capacity and sustainable growth	6
We will continue to develop the physical, human and cultural capacity of the school in response to increasing demand for specialist places.	6
SIP 2 - Ambitious, personalised and inclusive curriculum development	7
We will continue to strengthen our learner-focused curriculum to ensure all students achieve personalised outcomes across the four PfA areas.	7
SIP 3 - Personalised behaviour and attendance support, outreach and community engagement	10
We will further enhance collaboration between learners, families, staff and external professionals so that barriers to attendance, participation and engagement are reduced.	10
SIP 4 – Well-being, participation and preparation for adulthood	12
We will continue to strengthen the personal development curriculum to ensure every learner is supported to lead a healthy, confident and independent life beyond school.	12
SIP 5 – Strategic leadership and system partnership.....	14
We will continue to build the school’s leadership and governance capacity to secure long-term improvement and meet the increasing complexity and demand for specialist provision.....	14

Post Ofsted Strategic Alignment (February 2026)

Following inspection in December 2025, leaders and governors have reviewed the School Improvement Plan 2025–2028 to ensure full alignment with inspection findings and the next phase of school development.

The inspection confirmed strong safeguarding, inclusion, behaviour and personal development. It identified the need to further embed curriculum implementation consistency, particularly in mathematics and phonics, strengthen knowledge consolidation, and ensure appropriate stretch for students with higher starting points.

The strategic direction of the School Improvement Plan 2025–2028 remains secure. The following refinements have been integrated within **SIP 2** and **SIP 5** (see below in **green bold type**)

- Clearer structured knowledge progression in mathematics and phonics
- Introduction of the B Squared assessment framework to secure accurate baseline and sustained progression tracking
- Strengthened subject-led monitoring of curriculum consolidation and assessment for learning
- Termly curriculum and assessment data dashboards to Governors
- Explicit monitoring of progression for learners with higher starting points

These refinements ensure that curriculum design, assessment precision and leadership oversight are fully aligned and measurable.

The remainder of the SIP is unchanged.

School Improvement Plan – Priorities and Implementation Objectives (2025-2028)

This School Improvement Plan (2025–2028) sets out the strategic priorities, implementation objectives and intended impact for Beatrice Tate School over the next three years. The plan is reviewed annually in July to evaluate progress and inform the next cycle of improvement.

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?	IMPACT – What difference will it make?
SIP 1	<p><u>Strategic capacity and sustainable growth</u></p> <p>We will continue to develop the physical, human and cultural capacity of the school in response to increasing demand for specialist places.</p>	<p>5. Leadership and management</p> <p>6. Sixth form provision</p>	<i>Finalise planning and delivery of the permanent school expansion.</i>	<p>By July 2028, Beatrice Tate will operate within its permanent new extension with sustainable staffing structures and leadership capacity securely aligned to meet the needs of 140+ learners.</p>
			<i>Develop and sustain professional development pathways that secure leadership capacity and staff progression as the school grows.</i>	
			<i>Continue to lobby and collaborate with Tower Hamlets LA and strategic partners to secure a site and funding for a dedicated 19–25 SEND provision.</i>	
SIP 2	<p><u>Ambitious, personalised and inclusive curriculum development</u></p> <p>We will continue to strengthen our learner-focused curriculum to ensure all students achieve personalised outcomes across the four PfA areas.</p>	<p>2. Quality of education</p> <p>4. Personal development</p> <p>6. Sixth form provision</p>	<i>Implement and refine the revised Reading and Writing Strategy</i>	<p>By July 2028, all learners will access a coherent, personalised curriculum underpinned by robust assessment, clear progression, and improved literacy, numeracy and PfA outcomes.</p>
			<i>Enhance mathematics provision with a stronger focus on practical application, problem-solving and preparation for adulthood.</i>	
			<i>Strengthen curriculum coherence and progression</i>	
			<i>Develop assessment frameworks that ensure coherence between curriculum intent, Learning Objectives and evidence of progress across all pathways.</i>	
			<i>Strengthen curriculum implementation and assessment accuracy through the introduction of B Squared</i>	
			<i>Embed equality, diversity and human-rights principles.</i>	
			<i>Strengthen post-16 and post-19 pathways, including work-related learning and careers guidance that provides meaningful enterprise, community and vocational experiences to support preparation for adulthood.</i>	
<i>Expand curriculum access for medically complex learners through remote and home learning.</i>				
SIP 3	<p><u>Personalised behaviour support, outreach and community engagement</u></p> <p>We will further enhance collaboration between learners, families, staff and external professionals so that barriers</p>	<p>3. Behaviour and attitudes;</p> <p>4. Personal development;</p> <p>5. Leadership and management</p>	<i>Embed and review the Behaviour Support Strategy.</i>	<p>By July 2028, attendance, engagement and behaviour will show sustained improvement, supported by effective outreach and partnership working.</p>
			<i>Expand the use of MyConcern to track the effectiveness of interventions across time.</i>	
			<i>Develop targeted outreach programmes to improve attendance, behaviour and home routines.</i>	
			<i>Address the parent engagement imbalance by researching barriers to participation and co-developing strategies to engage less involved families.</i>	

INTENT - What do we want to achieve?		Ofsted framework link	IMPLEMENTATION OBJECTIVES – How will it be achieved?	IMPACT – What difference will it make?
	to attendance, participation and engagement are reduced.		<i>Strengthen partnerships with health, social care and other agencies to provide consistent, multi-agency support.</i>	
SIP 4	<p><u>Well-being, participation and preparation for adulthood</u></p> <p>We will continue to strengthen the personal development curriculum to ensure every learner is supported to lead a healthy, confident and independent life beyond school.</p>	<p>4. Personal development;</p> <p>2. Quality of education;</p> <p>6. Sixth form provision</p>	<i>Implement and review the Mental Health and Well-being Strategy.</i>	<p>By July 2028, students will demonstrate increased confidence, creativity and resilience, supported by a whole-school well-being culture.</p>
			<i>Develop and sustain high-quality moving and assisting practices that promote safety, wellbeing and dignity.</i>	
			<i>Expand student voice and leadership through the Student Council by developing new leadership opportunities.</i>	
			<i>Further develop creative and enrichment opportunities to strengthen personal development and cultural participation.</i>	
			<i>Integrate online safety education across the curriculum and safeguarding framework.</i>	
<i>Strengthen preparation for adulthood through targeted WRL, life-skills and college transition pathways.</i>				
SIP 5	<p><u>Strategic leadership and system partnership</u></p> <p>We will continue to build the school's leadership and governance capacity to secure long-term improvement and meet the increasing complexity and demand for specialist provision.</p>	<p>5. Leadership and management</p> <p>6. Sixth form provision</p>	<i>Ensure leadership capacity and structures are sustainable and effective as the school grows to 140+ learners.</i>	<p>By July 2028, Beatrice Tate's leadership and governance capacity will be securely aligned to sustained growth, exemplary safeguarding, and a leading role in shaping SEND provision across Tower Hamlets and beyond.</p>
			<i>Strengthen strategic governance through ongoing development, deeper parental engagement, and improved succession planning.</i>	
			<i>Strengthen curriculum implementation monitoring and accountability.</i>	
			<i>Maintain the highest standards in safeguarding, compliance and workforce well-being through effective monitoring and professional support.</i>	
<i>Extend system leadership through borough and regional SEND partnerships, ensuring Beatrice Tate contributes actively to shaping future provision.</i>				

School Improvement Plan – Priorities and Action Plan (2025-2028)

SIP 1 - Strategic capacity and sustainable growth

We will continue to develop the physical, human and cultural capacity of the school in response to increasing demand for specialist places.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Annual Progress Review RAG
<i>Finalise planning and delivery of the permanent school expansion.</i>	<ul style="list-style-type: none"> Work with Tower Hamlets LA and contractors to finalise design, planning approval, and procurement 	WH, SPM, LA	Planning approval by July 2026	LA/SLT time, architect and contractor input	LBTH capital budget (HNF)	Planning approval secured; building schedule agreed	HT; Governing Body; LA	
	<ul style="list-style-type: none"> Oversee construction phase ensuring minimal curriculum disruption 	WH, SPM, LA officers, contractors	Sept 2026 – July 2027	LA funding, premises support	LBTH capital budget (HNF)	Extension delivered on time; no major curriculum disruption	HT; Governing Body; LA	
	<ul style="list-style-type: none"> Transition into new permanent classrooms and decommission temporary teaching spaces 	WH, SPM, Phase Leaders	Sept 2027	Internal staffing and planning	LBTH capital budget (HNF)	All learners taught in permanent facilities Specialist teaching spaces recommissioned	HT; Premises/ Resources Link Governor	
<i>Develop and sustain professional development pathways that secure leadership capacity and staff progression as the school grows.</i>	<ul style="list-style-type: none"> Implement mentoring programme for new STAs/HLTAs to support retention and career progression 	WH, DHT, AHTs	From Oct 2025; review July 2026	Staff time, CPD budget	£1,000 p.a.	Improved staff retention and progression; sustainable workforce structure aligned to projected growth.	HT; Premises and Resources Link Governor	
	<ul style="list-style-type: none"> Strengthen performance-development systems and ensure consistent implementation 	WH, DHT, AHTs	Ongoing, with reviews each July	National College, training budget	£2,000 p.a.	Leadership and staffing structures are sustainable, and the school maintains quality during growth to 140+ learners.	HT; Premises and Resources Link Governor	

<i>Continue to lobby and collaborate with Tower Hamlets LA and strategic partners to secure a site and funding for a dedicated 19–25 SEND provision.</i>	<ul style="list-style-type: none"> Continue lobbying and advocacy with LA and SEND Board for new provision 	WH, Governors	Sept 2025 – July 2028	Leadership and LA time	Nil	LA commitment secured; site identified	HT; Governing Body	
	<ul style="list-style-type: none"> Co-design curriculum and delivery model with LA and local colleges 	WH, AHTs, LA	Draft by July 2027	SLT/LA collaboration	Nil	Contribution to the design of the borough’s 19–25 curriculum model.	HT; Governing Body	
	<ul style="list-style-type: none"> Align BTS Sixth Form curriculum to proposed 19–25 pathways 	AHTs, CILs	By July 2028	Curriculum development time	Nil	Continuity of provision from 14–19 to 19–25	HT; Governing Body	

SIP 2 - Ambitious, personalised and inclusive curriculum development

We will continue to strengthen our learner-focused curriculum to ensure all students achieve personalised outcomes across the four PfA areas.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Annual Progress Review RAG
<i>Implement and refine the revised Reading and Writing Strategy</i>	<ul style="list-style-type: none"> Standardise phonics routines and delivery expectations 	Reading Lead; CIL-Comm & Read	July 2026	Training time	£1,000	Consistent phonics delivery observed in learning walks	HT; Curriculum Link Governor	
	<ul style="list-style-type: none"> Evaluate impact of literacy strategy across 3 years and embed fully into curriculum planning 	DHT; CIL - Comm& Read; Reading Lead	By July 2028	SLT time	Nil	Whole-school literacy embedded; improved external moderation outcomes	HT; Curriculum Link Governor	
<i>Enhance mathematics provision with a stronger focus on</i>	<ul style="list-style-type: none"> Finalise and publish whole-school mathematics progression framework across pathways 	Maths Lead; CIL-STM	July 2026	Curriculum time	Nil	Clear sequenced progression evident in planning across pathways	HT; Curriculum Link Governor	

<i>practical application, problem-solving and preparation for adulthood.</i>	<ul style="list-style-type: none"> Develop and deliver a practical life-skills maths curriculum (problem solving, money, time, community use) 	DHT; CIL - STM; Maths Lead	Sept 2025 – July 2026	Maths curriculum budget	£1,000 p.a.	Schemes implemented; students demonstrate PFA-linked maths outcomes Sustained outcomes; improved moderation feedback	HT; Curriculum Link Governor	
	<ul style="list-style-type: none"> Review and adapt curriculum pathways to ensure progression and alignment with PFA outcomes 	DHT; STM CIL; Maths Lead	Sept 2025 – July 2026	Curriculum development time	Nil	Evidence of stronger progress measures in STARRS	HT; Curriculum Link Governor	
<i>Develop curriculum sequencing and coherence across subjects and pathways</i>	<ul style="list-style-type: none"> Embed the Curriculum Review Framework to strengthen sequencing, coherence and progression across subjects and pathways 	DHT, AHTs, CILs	Sept 2025 – July 2026	Leadership time; curriculum planning time	Nil	Curriculum reviews show improved sequencing and progression; subject leads articulate clear intent and impact	HT; Curriculum Link Governor	
<i>Develop assessment frameworks that ensure coherence between curriculum intent, Learning Objectives and evidence of progress across all pathways.</i>	<ul style="list-style-type: none"> Review of existing assessment systems; develop and implement frameworks that support both summative assessment and the setting and review of personalised Learning Objectives (LOs) across all pathways 	DHT, AHT-ARR (DR), CILs	Sept 2025 – July 2026	Leadership and staff time for moderation and training Framework costs	£1,000	Assessment frameworks in place for all pathways; consistent approach to setting and reviewing LOs; improved accuracy and clarity in progress data. Moderation evidence shows consistency of assessment and teacher use of data to inform planning.	HT; Curriculum Link Governor	
	<ul style="list-style-type: none"> Moderate mathematics and phonics progression termly 	Subject Leads – Reading, Maths	Termly from Autumn 2026	SLT time	Nil	Moderation evidences secure progression and reduced variability	SLT; Governors	
<i>Strengthen curriculum implementation and assessment accuracy through the introduction of B Squared</i>	<ul style="list-style-type: none"> Introduce B Squared assessment framework and deliver staff training 	AHT-ARR	September 2026	Assessment budget	As agreed	All staff trained and confident in framework use	HT; Curriculum Link Governor	
	<ul style="list-style-type: none"> Complete baseline assessments for all learners 	Class Teachers; AHTs	Autumn 2026	Staff time	Nil	All learners have secure B Squared baselines	Learning walks; SLT review	
	<ul style="list-style-type: none"> Review B Squared data termly to evaluate sustained progress 	AHT-ARR; Subject Leads	Termly from Spring 2027	SLT time	Nil	Termly reports demonstrate sustained progression over time	SLT; Governors	

	<ul style="list-style-type: none"> Use termly Student Progress Meetings to review data, evaluate curriculum impact, and agree next steps for learners. 	SLT, AHTs	Sept 2025 – July 2026	Teacher & SLT time	Nil	Data consistently informs planning; measurable improvement in outcomes; stronger curriculum sequencing and implementation.	HT; Curriculum Link Governor	
<i>Use the STARRS Learning Chronology, Progress Tracker and termly Student Progress Meetings to strengthen progress analysis, curriculum planning and inform next steps in learning.</i>	<ul style="list-style-type: none"> Use STARRS to effectively record progress and build longitudinal learning profiles. 	WH; AHT; ARR (DR)	By July 2028	ARR system (STARRS), SLT time	£6,000 p.a.	Data consistently informs planning	Curriculum Link Governor	
	<ul style="list-style-type: none"> Implement and refine the Progress Tracker to identify trends and inform provision. 	WH; AHT; ARR (DR)	By July 2028	ARR system (STARRS), SLT time	£4,000 p.a.	Measurable improvement in progress outcomes across pathways	Curriculum Link Governor	
<i>Embed equality, diversity and human-rights principles</i>	<ul style="list-style-type: none"> Ensure equality, diversity and human-rights principles are reflected in curriculum design, planning and classroom delivery across all pathways 	DHT, AHT- Outreach (KO), Curriculum Leads	Sept 2026 – July 2027	SLT time	Nil	Curriculum documentation and lesson observations show consistent inclusion of equality, diversity and rights-based values Achieve Rights Respecting School award	HT; Curriculum Link Governor	
<i>Strengthen post-16 and post-19 pathways to support preparation for adulthood.</i>	<ul style="list-style-type: none"> Develop structured WRL pathways through meaningful vocational, enterprise and community experiences. 	DHT, PfA CIL, WRL Lead	Sept 2026 – July 2027	Curriculum budget	£1,000 p.a.	Post-16 students transition readiness improved	HT; Curriculum Link Governor	
	<ul style="list-style-type: none"> Align Sixth Form and Post-19 pathways to ensure continuity 	DHT, PfA CIL, WRL LA reps	By July 2028	Curriculum time; LA collaboration	Nil	Curriculum continuity achieved; learners transition smoothly to Post-19 provision	HT; Curriculum Link Gov	
<i>Expand curriculum access for medically complex learners</i>	<ul style="list-style-type: none"> Develop remote/home learning packages and assistive technology provision Collaborate with health partners to ensure learning continuity during extended absence. 	CIL-STM AHT- Outreach (KO), MDT	Sept 2027 – July 2028	Student Premium, ICT budget	£1,000 p.a.	Medically complex learners maintain curriculum access; progress sustained	SLT, Curriculum Link Governor	

SIP 3 - Personalised behaviour and attendance support, outreach and community engagement

We will further enhance collaboration between learners, families, staff and external professionals so that barriers to attendance, participation and engagement are reduced.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Annual Progress Review RAG
<i>Implement and review the Behaviour Support Strategy to ensure consistent practice and impact.</i>	<ul style="list-style-type: none"> Extend and quality-assure the use of MyConcern for consistent behaviour tracking and use reports to evaluate impact over time 	AHT-Behaviour(JW)	Sept 2025 – Dec 2025	Training budget	£500 p.a.	Termly analysis identifies patterns and informs targeted support; improved timeliness of interventions.	SLT, Governors	
	<ul style="list-style-type: none"> Deliver rolling programme of Team-Teach refresher training 	AHT-Behaviour(JW)	Termly from Oct 2025; reviewed July each year	Training budget	£1,500 p.a.	Staff confident in de-escalation strategies; reduced incidents	SLT	
	<ul style="list-style-type: none"> Review and update Behaviour Support Plans with families termly 	Class Teachers, AHT-Behaviour(JW)	Dec 2025; termly ongoing	Teacher release time	Nil	All BSPs updated; parental feedback positive	SLT	
<i>Expand the use of MyConcern to track the effectiveness of interventions across time.</i>	<ul style="list-style-type: none"> Generate termly behaviour and safeguarding trend reports from MyConcern 	AHT-Behaviour(JW)	From Dec 2026; termly	SLT/ICT time	Nil	Reports used to adapt strategies; reduction in repeated incidents	SLT, Governors	
<i>Develop targeted outreach programmes to improve attendance,</i>	<ul style="list-style-type: none"> Deliver targeted family workshops on attendance, routines, and home learning strategies 	AHT-Outreach (KO)	Nov 2025; April 2026; July 2026	Outreach budget	£500 p.a.	Workshops delivered; families report increased confidence.	SLT, Governors	

<i>behaviour and home routines.</i>						Workshop evaluations show improved parental confidence; attendance data for target families improves		
	<ul style="list-style-type: none"> Develop home visit programme for persistent absence (PA) families 	AHT- Outreach (KO), HSLO	From Sept 2026; reviewed July 2027	Outreach funded posts	Nil	Attendance and engagement improves in identified families; reduction in PA	SLT	
<i>Address the parent engagement imbalance by researching barriers to participation and co-developing strategies to engage less involved families.</i>	<ul style="list-style-type: none"> Identify and address barriers to engagement to increase participation among under-represented families. 	AHT- Outreach (KO)	Sept 2026 – March 2027	Survey	Nil	Increased engagement from previously under-represented parents	Governors	
	<ul style="list-style-type: none"> Establish Parent Advisory Group 	AHT- Outreach (KO)	By July 2028	Minimal	Nil	Parent Advisory Group established; annual survey shows improved engagement and satisfaction	Governors	
<i>Strengthen partnerships with health, social care and other agencies to provide consistent, multi-agency support.</i>	<ul style="list-style-type: none"> Expand joint planning with health and social care teams for attendance/engagement support 	DHT; AHTs	Ongoing; milestones July each year	Half-termly multi-agency time	Nil	Multi-agency meetings evidence joint support plans	Governors	

SIP 4 – Well-being, participation and preparation for adulthood

We will continue to strengthen the personal development curriculum to ensure every learner is supported to lead a healthy, confident and independent life beyond school.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Annual Progress Review RAG
<i>Implement, monitor and review the Mental Health and Well-being Strategy.</i>	<ul style="list-style-type: none"> Integrate wellbeing across curriculum and therapeutic approaches; celebrate national wellbeing events 	MH&WB CSI; Subject Leads	2025–28	Adapted resources, therapy input	£1,000 p.a.	Wellbeing consistently evident in classroom practice and student experience	DSL; Curriculum Link Governor	
	<ul style="list-style-type: none"> Consolidate wellbeing evidence through annual review of MH&WB Strategy, with staff and student feedback informing practice 	MH&WB CSI	2025-28	CSI time	Nil	Annual reviews completed; feedback informs practice; improvements evidenced in wellbeing surveys	DSL; MH&WB Link Governor	
	<ul style="list-style-type: none"> Use MyConcern data to inform personalised plans, therapies and interventions 	MH&WB CSI; Therapy Teams	2025–28	Staff training, planning time	Nil	Early needs identified; learners supported through individualised plans	DSL; MyConcern logs	
	<ul style="list-style-type: none"> Deliver targeted training, reflective supervision, and wellbeing initiatives as part of staff development 	SLT, MH&WB CSI	2025–28	Training budget, staff supervision time	£1,500 p.a.	Staff report increased confidence and wellbeing; improved retention	Wellbeing Link Governor	
<i>Develop and sustain high-quality moving and assisting practices that promote safety, wellbeing and dignity</i>	<ul style="list-style-type: none"> Implement the Moving and Assisting Strategy; deliver annual staff training and competency refreshers; carry out practice audits and supervision; align procedures with therapy and health partners 	AHT – Therapies Lead	2025-28	Training budget; therapy collaboration time	£1,000	All staff trained and confident in safe moving and assisting; audits show consistent good practice; no reportable incidents; learners supported safely and with dignity. Annual Moving & Assisting audits demonstrate compliance and improved staff confidence	HT; Premises/H&S Link Governor	

<p><i>Expand student voice and leadership through the Student Council by developing new leadership opportunities.</i></p>	<ul style="list-style-type: none"> Increase representation of students from each pathway and phase 	<p>AHT- Outreach; Phase Leaders</p>	<p>July 2026</p>	<p>Minimal</p>	<p>Nil</p>	<p>Council includes representatives from all phases/pathways</p>	<p>SLT</p>	
<p><i>Further develop creative and enrichment opportunities to strengthen personal development and cultural participation.</i></p>	<ul style="list-style-type: none"> Extend creative arts offer through drama, dance and cross-curricular projects, building on existing music and arts partnerships. 	<p>Creative Arts CIL; PE Lead</p>	<p>2025–28</p>	<p>Curriculum budget; specialist staff/partnerships</p>	<p>£2,000 p.a.</p>	<p>Wider range of creative arts experiences; learners demonstrate increased confidence, expression, and engagement</p>	<p>HT; Curriculum Link Governor</p>	
	<ul style="list-style-type: none"> Sustain existing partnerships and establish new links in drama and dance. 	<p>Creative Arts CIL; Music Lead</p>	<p>By July 2027</p>	<p>Partnership/charitable funding</p>	<p>Nil</p>	<p>Partnerships in place; sustained external input enriches provision</p>	<p>HT; Curriculum Link Governor</p>	
<p><i>Strengthen preparation for adulthood through targeted WRL, life-skills and college transition pathways.</i></p>	<ul style="list-style-type: none"> Align curriculum to proposed 19–25 SEND provision pathways 	<p>AHTs, WRL Lead, LA partners</p>	<p>July 2028</p>	<p>SLT/LA collaboration</p>	<p>Nil</p>	<p>Continuity between 14–19 and 19–25 provision secured</p>	<p>HT; Curriculum Link Governor</p>	
<p><i>Integrate online safety education across the curriculum and safeguarding framework, ensuring learners are equipped to understand safe digital behaviours and parents are supported to reinforce this at home.</i></p>	<ul style="list-style-type: none"> Update So-Safe, PSHE and RSE to reinforce safe digital behaviours 	<p>Online Safety CSI; Personal & Physical CIL</p>	<p>Annually – July 2026, 2027, 2028</p>	<p>Safeguarding budget</p>	<p>£1,000 p.a.</p>	<p>Curriculum audits evidence online safety integration</p>	<p>HT; Safeguarding/Curriculum Link Governor</p>	
	<ul style="list-style-type: none"> Provide differentiated parent workshops and resources focussing on online safety 	<p>Online Safety CSI; AHT- Outreach</p>	<p>March 2026; March 2027; March 2028</p>	<p>Outreach budget</p>	<p>£1,000 p.a.</p>	<p>Increased parental confidence in supporting online safety</p>	<p>Safeguarding Link Governor</p>	

SIP 5 – Strategic leadership and system partnership

We will continue to build the school’s leadership and governance capacity to secure long-term improvement and meet the increasing complexity and demand for specialist provision.

IMPLEMENTATION – How will it be achieved?						IMPACT – What difference will it make and has it made?		
Objectives	Actions to be taken	By whom	By when	Resources needed	Cost	Success criteria	Monitoring	Annual Progress Review RAG
<i>Ensure leadership capacity and structures are sustainable and effective as the school grows to 140+ learners.</i>	<ul style="list-style-type: none"> Develop middle and emerging leaders through targeted CPD, coaching and mentoring Support aspiring leaders to complete relevant NPQs and/or SEND-specific leadership qualifications 	WH, DHT, Governors	2025–28	Training budget; leadership time	Budgeted under SIP1	Leadership roles adapt to growth; succession capacity in place; leaders progress	HT; Pay & PD Committee;	
<i>Strengthen strategic governance through ongoing development, deeper parental engagement, and improved succession planning.</i>	<ul style="list-style-type: none"> Implement governor training and development; strengthen link roles and increase parental participation in governance. 	Chair, Governors	2025–28	Governor training budget	£1,000 p.a.	Governors confident in core areas; succession plan embedded; greater parental voice Governor skills audit completed annually; 100% participation in mandatory training	HT; Governing Body	
<i>Strengthen curriculum implementation monitoring and accountability</i>	<ul style="list-style-type: none"> Establish structured subject monitoring cycle aligned to B Squared 	AHT Curriculum; Subject Leads	Autumn 2026	Leadership time	Nil	Monitoring schedule implemented and adhered to	HT	
	<ul style="list-style-type: none"> Conduct focused ‘assessment for learning’ learning walks 	Subject Leads; CILs	Termly from Autumn 2026	SLT time	Nil	Learning walks evidence consolidation of prior learning	SLT	

	<ul style="list-style-type: none"> Review progression of students with higher starting points within formal and semi formal pathways 	AHT Curriculum; Phase Leaders	Termly from Spring 2027	Data time	Nil	Appropriate milestone movement evidenced	SLT; Governors	
	<ul style="list-style-type: none"> Introduce termly curriculum and assessment dashboard (data and analysis) to governors 	AHT Curriculum; HT	Spring 2027	Reporting time	Nil	Governors able to articulate curriculum strengths and gaps	Governing Body	
<i>Maintain the highest standards in safeguarding, compliance and workforce well-being through effective monitoring and professional support.</i>	<ul style="list-style-type: none"> Maintain safeguarding, compliance, and wellbeing through regular audit, training, and governor scrutiny. 	DSL, WH, CSI MH&WB ; Governors	2025–28	Safeguarding and wellbeing budget	Budgeted under SIP4	100% compliance; strong safeguarding culture; improved staff wellbeing	Safeguarding Link Governor; Resources Link Governor	
<i>Extend system leadership through borough and regional SEND partnerships, ensuring Beatrice Tate contributes actively to shaping future provision.</i>	<ul style="list-style-type: none"> Lead local SEND networks and continue to influence Post-19 planning 	WH, AHTs	2026–28	Leadership/Teacher time	Nil	BTS recognised as SEND system leader; LA SEND planning influenced	Full Governing Body	