



BENSHAM MANOR *School*

School Development Plan 2026 - 2027

This plan was developed from three main sources:

- *The school's Self-Evaluation Summary*
- *Staff Appraisal and CPD sessions held in the Summer term 2026*
- *New priorities and the last School Development Plan*

PRIORITY 1. Leadership and governance

PRIORITY 2. Inclusion

PRIORITY 3. Curriculum and teaching

PRIORITY 4. Achievement

PRIORITY 5. Attendance and behaviour

PRIORITY 6. Personal development and wellbeing

PRIORITY 7. Safeguarding

PRIORITY 8. Post 16 Provision



Key School Information:

Pupils on roll - 245*	Pupil Premium - 170	CLA - 1
Ofsted Judgement June 2024 - Outstanding in all categories:	School Context - Bensham Manor School is a heavily oversubscribed secondary school for pupils with complex learning needs who are aged between 11 and 18. It has a Post 16 cohort. The school is in the north of the borough of Croydon in an area of deprivation. A high proportion of students are entitled to free school meals (54%). All students have an Education and Health Care Plan. The school has linked with The Felix Project Charity to provide food to families who are struggling financially on a weekly basis. All pupils are offered breakfast each day and fruit at break times.	Staffing- SLT -6 Teachers (including SLT) -26 Teaching Assistants -50 Therapy Team -8 IT -2 Office -4 Site -5

Review:

The SDP will be reviewed by SLT throughout the academic year.

Governors will have an update in the Spring term full GB meeting.

Governors will have a full review in the final 26/27 GB meeting.



PRIORITY 1. Leadership and governance

No.	Objectives	People	Timeframe	Planned actions	Planned Outcomes
1.1	To review staff wellbeing and workload	SLT	26/27	1. Conduct staff wellbeing and workload surveys termly and analyse trends. Hold termly Staff Voice Group meetings to identify workload pressures and agree actions.	1. Staff wellbeing and workload trends are regularly monitored and lead to timely action and improved staff morale.
1.2	For all Governors to visit the school/assigned area outside of Governors meetings termly	Chair		2. Review marking, assessment and administrative expectations to reduce unnecessary workload.	2. Wellbeing is consistently prioritised in SLT and Governing Body meetings.
1.3	<i>Develop leadership capacity to ensure a smooth and effective transition following the retirement of the Deputy Headteacher.</i>			3. Continue to provide access to wellbeing initiatives, including counselling, supervision, Employee Assistance Programme and wellbeing events.	1. Governors have clear areas of responsibility, strengthening accountability and oversight. Regular governor–leader meetings support effective challenge and support.
				4. Ensure staff wellbeing is a standing item at Senior Leadership Team and Governing Body meetings.	2. Governors engage with staff and pupils to triangulate evidence.
				6. Review the impact of school policies on workload before implementation.	3. Governor training improves confidence and effectiveness.
				1. Produce an annual Governor Monitoring Visit timetable linked to SDP priorities.	1. <i>The new Deputy Headteacher transitions successfully into the role with confidence.</i>
				2. Allocate each Governor a specific curriculum area or strategic responsibility.	<i>Leadership capacity is strengthened across the senior leadership team.</i>
				3. Arrange termly meetings between Governors and subject/senior leaders.	2. <i>School improvement priorities continue without disruption during the transition.</i>
				4. Governors to meet with pupils and staff during visits to triangulate evidence.	3. <i>Governors are assured that leadership succession has been effectively managed and the school remains well led.</i>
				5. Provide Governors with ongoing training to strengthen monitoring and challenge.	
				6. Ensure safeguarding, SEND, curriculum and wellbeing receive focused Governor monitoring annually	



				1. Implement a structured transition plan 2. Provide mentoring, coaching and shadowing opportunities to develop leadership capacity. 3. Redistribute leadership responsibilities and develop the wider leadership team to ensure continuity. 4. Monitor the impact of the transition through regular reviews with the Headteacher and Governors.	
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PRIORITY 2. Inclusion

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
2.1	Rigorously monitor the progress of all pupils but with a focus on Pupil Premium pupils and consistently ensure that any barriers to success are swiftly and effectively addressed	SLT Subject Leads	26/27	1. Continue with termly pupil progress meetings where all pupils' attainment and progress are reviewed, with a specific focus on Pupil Premium pupils to identify underachievement early. 2. Use assessment data (academic, attendance, behaviour, and engagement) to quickly identify Pupil Premium pupils who are falling behind, and flag them for immediate intervention. 3. Regularly evaluate the impact of interventions for Pupil Premium pupils through work scrutiny, pupil voice, and progress data to ensure support is effective and adjusted when needed.	1. Pupil Premium pupils, including those with complex SEND needs, make strong individual progress from their starting points in line with their Education, Health and Care Plan (EHCP) outcomes and personalised targets. 2. Gaps in progress between Pupil Premium and non-Pupil Premium pupils are identified early and reduced over time through highly personalised and well-targeted support. 3. Effective assessment and monitoring systems ensure that all Pupil Premium pupils who are at risk of underachievement are quickly identified, and appropriate interventions are implemented without delay. 4. Interventions for Pupil Premium pupils are highly individualised, consistently reviewed, and demonstrate clear impact on pupils'



					communication, independence, behaviour, wellbeing, and academic development, as appropriate to need.
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PRIORITY 3. Curriculum and teaching

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
3.1	To ensure that the curriculum is taught well taking into account pupil information available to all, with teachers developing the expertise needed to deliver the curriculum effectively	SLT (ASi lead)	26/7	1. Provide regular CPD focused on curriculum intent, sequencing, and adaptive teaching based on pupil need. 2. Strengthen use of pupil information (EHCPs, assessment data, behaviour profiles, IEP's) in planning and delivery. 3. Implement coaching and lesson drop-ins with focused feedback on curriculum implementation and teaching quality. Develop shared planning time for teachers to collaboratively refine curriculum delivery and resources. Monitor curriculum delivery through learning walks, work scrutiny, and pupil voice to ensure consistency and impact. 6. KBy to monitor attendance of Looked After Children (LAC). 7. Review and update attendance rewards system.	1. Teachers consistently use pupil information to inform planning and adapt teaching effectively. 2. Curriculum is delivered with increased consistency, clarity and progression across all classes. 3. Teaching shows improved responsiveness to individual pupil needs 4. Staff develop expertise in delivering the curriculum effectively with pupils making strong progress from their starting points due to high-quality, well-adapted teaching.



				8.Include attendance focus in monthly assemblies.	
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PRIORITY 4. Achievement

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
4.1	To ensure that the progress of disadvantaged pupils is in line with the progress of non-disadvantaged pupils	SLT Subject leads Middle Leaders	26/27	1.Use regular tracking meetings to monitor disadvantaged pupils' progress against non-disadvantaged peers. 2.Provide timely, targeted interventions where gaps are identified. 3.Ensure staff use pupil information to adapt teaching and support effectively.	1.Disadvantaged pupils make progress in line with their peers from similar starting points. 2.Any emerging gaps are quickly identified and reduced through targeted support. 3.Teaching and interventions are consistently responsive to pupil need.

PRIORITY 5. Attendance and behaviour

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
5.1	To promote good attitudes to learning and regular attendance	26/27	Ongoing	1. Monitor attendance and attitudes to learning regularly and respond quickly to concerns. 2.Work closely with the EWO, with families and external agencies to address barriers to attendance. 3. Recognise and promote positive attitudes to learning through rewards and support strategies. 4. Ensure Attendance Policy if followed correctly, using strategies to support any identified EBSNA.	1.Pupils continue to follow Safe, Ready, Kind and engage in their learning. 2.Attendance rates improve and any identified persistent absence is reduced. 3.Pupils are more engaged, punctual, and ready to learn.

PRIORITY 6. Personal development and wellbeing

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
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6.1	To ensure that all pupils have equal access to and participate in interesting and relevant curriculum related activities	SLT Subject leads Middle Leaders	26/27	1. Plan a wide range of curriculum-related enrichment activities across all key stages. 2. Monitor participation to ensure all pupils can access opportunities. 3. Adapt activities to meet individual needs and remove barriers to participation.	1. All pupils access a broad range of curriculum-related activities. 2. Participation is equitable across all pupil groups. 3. Pupils demonstrate increased engagement, confidence and application of learning.
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PRIORITY 7. Safeguarding

No.	Item	People	Timeframe	Planned actions	Planned Outcomes
7.1	Maintain and enhance safeguarding practices by ensuring all staff and Governors receive regular, updated training and by undertaking audits to monitor compliance and promptly address any areas for improvement.	KBy	26/27	1. Deliver regular safeguarding training and updates for all staff and governors. 2. Complete termly safeguarding audits and implement actions promptly. 3. Monitor safeguarding practice through regular checks and supervision. 4. Report safeguarding compliance and actions to governors.	1. All staff and governors maintain up to date safeguarding knowledge. 2. Safeguarding practice is consistently effective and compliant. 3. Audit actions are completed promptly, leading to continuous improvement. 4. Pupils remain safe in a strong culture of safeguarding.
7.2	Develop and implement procedures that meet the requirements of Martyn's Law and Benedict's Law, ensuring a safe and secure environment for all.	FR/KBy/NR		1. Review and update safeguarding, security and emergency procedures in line with Martyn's Law and Benedict's Law. 2. Deliver annual staff training on security awareness, emergency response and safeguarding responsibilities. 3. Complete regular risk assessments, lockdown drills and emergency exercises, reviewing lessons learned. 4. Monitor compliance through Governor oversight, audits and safeguarding reviews.	1. School policies and procedures are fully compliant with legislative requirements. 2. Staff are confident in responding to security and safeguarding incidents. 3. Emergency procedures are well understood and consistently implemented and Governors have effective oversight of compliance, ensuring a safe and secure environment for all pupils, staff and visitors.



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PRIORITY 8. Post 16 Provision (6th Form)

No.	Item	People	Start	Planned actions	Planned Outcomes
8.1	To support improving and accrediting students' English and mathematics knowledge	EE	26/27	1.Implement targeted English and mathematics interventions based on individual need. 2.Ensure pupils access appropriate accredited English and mathematics qualifications. 3.Monitor progress regularly and adapt teaching to maximise achievement	1.Pupils make strong progress in English and mathematics from their starting points. Increased numbers of pupils achieve appropriate accredited qualifications. 2.Teaching in English and mathematics is consistently effective and well matched to pupils' needs. 3.Pupils develop the literacy and numeracy skills needed for independence and adulthood.



BMS School Development Plan 2026-2027

Code	Name	Position
FR	Fiona Robinson	Head
KBy	Kirstie Byrne	Deputy
RB	Robin Barwick	Assistant Head
ASi	Amy Simmons	Assistant Head
Mel	Maria Elvin	Assistant Head
BM	Barrie Murphy	Head of Year 7
NR	Nikita Rajagopal	School Business Manager
SLT	(All above)	Senior Leadership Team
MK	Matthew Keane	Family Support Worker
EE	Elaine Eaton	Head of Post 16

Key

Green- achieved

Amber - partially achieved

Red -not achieved