



Watergate School Development Plan

2024-2025

These priorities reflect the overall aims of the school which are to produce happy, confident young people who thrive in our Watergate community

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Priority Areas:

Priority Area 1 - Together through our curriculum and assessment we will provide appropriate learning opportunities that prepare our pupils for their future. Recognising and celebrating all the steps of progress that each individual makes, enabling them to be happy, confident learners that flourish and lead positive and fulfilling lives.

Priority Area 2 - Together we will explore and implement new and innovative practices and make greater connections with the wider community to enhance the growth and development of the school. Providing the best possible provision and outcomes for our pupils, placing their emotional wellbeing at the heart of everything that we do.

Priority Area 3 - Together with our families we will ensure that they feel part of the Watergate and wider community and have their voices heard, bringing positive changes for children and families.

Priority Area 4 - Together we will promote inclusion and diversity in all aspects of school life to ensure that everyone feels a sense of belonging in the Watergate and wider community.

Priority Area 5 – Together we will embed the ‘Distributed Leadership Model’ across the school through coaching with a particular focus on growing and developing staff to provide greater adaptability, innovation and empowerment.

Priority Area 6 – Together we will enhance the provision at Watergate School through the proposed expansion to the site at Bellingham.

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Priority Area 1 - Together through our curriculum and assessment we will provide appropriate learning opportunities that prepare our pupils for their future. Recognising and celebrating all the steps of progress that each individual makes, enabling them to be happy, confident learners that flourish and lead positive and fulfilling lives

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
Continue to quality assure the curriculum, focusing on reviewing Thinking and Problem Solving and My World areas.	<ul style="list-style-type: none"> • Half termly Curriculum meetings -Middle Leaders and Assistant Headteachers for Teaching and Learning • Sharing Sofa meetings • End of term meeting to review the terms topic • Lesson observations to have a 'curriculum in action' focus • Curriculum focus for Inset days and Family/carer meetings • Monitoring and moderating class planning • Feedback from Learning Walks 	<p>MB / IF / GK / LS</p> <p>IF</p> <p>MB / IF</p> <p>MB</p> <p>MB / IF / CP</p> <p>MB</p> <p>SLT</p>	<ul style="list-style-type: none"> • Whole school staff engagement in facilitating learning intentions • High levels of pupil engagement • High quality teaching by all teachers and enhanced teaching strategies across the whole school • The school's holistic curriculum will be evident in all sessions throughout the school day • High quality curriculum documents for Thinking and Problem Solving and My World • Families will have a greater understanding of school's curriculum and how to implement activities which support learning opportunities at home 		
Continue to quality assure and review systems to ensure focused observations	<ul style="list-style-type: none"> • The Assistant Headteachers for Teaching and learning will work closely with classes across both sites, modelling good practice 	IF / MB	<ul style="list-style-type: none"> • Rigorous analysis of MAPP and termly progress data ensures all pupils make good or better progress 		

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<p>and targeted feedback to teachers</p> <p>Determined focus on communication and interaction across the school through training and continued focused interventions</p> <p>Learning Walks focus on pedagogy as well as provision</p> <p>Termly staff training linked to expectations of quality first practice</p>	<ul style="list-style-type: none"> Teachers, including ECTs will be given the opportunity to observe good practice across the school and within other special schools within the local area Trial using the Engagement Model in identified class(es) to inform planning and IEPs. Linking to the EYFS Characteristics of Effective Learning. Training to be given to TAs to improve understanding of this. Trial using Routes for Learning in identified class(es) to inform planning and IEPs. IF / MB to lead training and support with planning and IEPs. ETC's will receive appropriate support from allocated learning mentors and tutor SLT will provide opportunities to 'grow' staff through a variety of CPD opportunities including the apprenticeship programme SLT liaising closely with therapists and specialist teachers Educational Visits will be Coordinated by DHT to increase number of purposeful 	<p>NC / IF / KJ / LM</p> <p>IF</p> <p>IF / MB</p> <p>NC</p> <p>IF / SLT</p> <p>SLT</p> <p>NC</p>	<ul style="list-style-type: none"> Teachers and teaching staff will feel valued and confident Training in communication and interaction will enhance pupil progress and support pupil's behaviour and well being Children accessing regular, meaningful local area visits will demonstrate progress over time, specifically in the areas of wellbeing, independence and communication Consistent use of appropriate communication methods will be evident across the school and in Evidence for Learning All staff are confident is using Augmentative and Alternative Communication methods Memorable learning experiences help pupils learn through undertaking and developing skills for independent living, social skills and confidence. 		
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	educational visits to enhance the curriculum.				
Qualitative data and its analysis is at the heart of school improvement and is used effectively to inform teaching and appropriate interventions	<ul style="list-style-type: none"> Regular training, monitoring and moderation of data input by AHT for Assessment and Senior Leaders Half termly progress meetings for teachers with their Link SLT Meetings with Families to discuss the schools assessment processes and outcomes Introducing and setting expectations for the of curriculum tags 	BL / NC / IF / KJ	<ul style="list-style-type: none"> High quality progress data that relates to the curriculum as well as IEP targets Pupil wellbeing will be enhanced Families will have a greater understanding of the school assessment systems/data and feel more involved in their children's progress Data analysis will inform the creation of high quality plans 		
Embedding curriculum tags in Evidence for Learning to provide more detailed and meaningful curriculum coverage for analysis	<ul style="list-style-type: none"> AHT Assessment with middle leaders will ensure the implementation and effectiveness of curriculum tags on EFL 	BL AG / MB / DM / GK	<ul style="list-style-type: none"> A more holistic and insightful data will show all steps of progress relating to the curriculum Middle Leaders will be able to identify gaps in their curriculum areas 		
Enhanced EYFS practice	<ul style="list-style-type: none"> Teachers in EYFS classes will have regular visits from the Early Years Quality and Inclusion Lead, Lewisham to support them This will be led by what the teacher and SLT to support their development needs Visits other EYFS providers to observe good practice. 	IF	<ul style="list-style-type: none"> Teachers will be able to apply what they learn on these visits in their classrooms and outdoor learning environments. 		

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<p>Pilot Study to develop more play based learning opportunities across the school</p>	<ul style="list-style-type: none"> • Visits to other EYFS mainstream and specialist settings to observe their practice • Observation of classes on both sites to observe current play based learning practice • Sharing activity ideas for play based learning with the teaching team and the learning behind these activities • TAs across the school to observe play based early morning work and the role the adults play at this time • Training sessions for teachers and HLTAs on the importance of play 	<p>IF / KH</p>	<ul style="list-style-type: none"> • Improved communication and interaction of pupils • Improved wellbeing of pupils • Pupils will be able to access more play based activities in the wider community • Improved family wellbeing 		
<p>Learner progress is robustly monitored senior leaders, ensure greater consistency in the writing of Learning Intentions, IEPs and Annual Report writing</p>	<ul style="list-style-type: none"> • SLT meetings to have a focus on developing consistency in the support to classes. • Regular meetings moderating quality of support in written feedback and support to teachers in writing learning intentions, IEPs and Annual Reviews 	<p>SLT</p>	<ul style="list-style-type: none"> • Consistent approaches from all senior leaders will ensure that progress evidence will be of a high quality • Teachers and teaching staff will feel more valued • High quality writing of LI's, IEPs and AR report 		
<p>Provide continual professional</p>	<ul style="list-style-type: none"> • AHT for teaching and learning to evaluate the training needs 	<p>IF</p>	<ul style="list-style-type: none"> • Staff will feel more confident in their roles 		

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development opportunities to upskill staff at all levels.	of staff and planned new and innovative learning opportunities, alongside regular CPD sessions		<ul style="list-style-type: none"> Progression routes will empower staff to find and reach their goals 		
Review and revive lunch club provision to provide meaningful learning experiences for all pupils	<ul style="list-style-type: none"> Deputy Headteacher to review previous lunch clubs, set up a programme of daily clubs, quality assuring the benefits and ways to further enhance the clubs Regular monitoring that clubs are taking place and are well supported DHT to line manage Mid-day Meals Supervisors and support them in ways of creating learning opportunities during lunchtime play 	BL / MB	<ul style="list-style-type: none"> Fun, purposeful learning opportunities will enhance pupil progress in all areas of the curriculum Lunch Clubs will link to the school's holistic curriculum in order to further enhance learning opportunities The impact from outcomes will constitute the generalisation of knowledge and skills evidenced through EFL 		
Expand Watergate's links to other special schools within Lewisham and surrounding boroughs to share good practice	<ul style="list-style-type: none"> DHT to make links with other special schools and mainstream schools to arrange opportunities for teachers and support staff to observe practice both at Watergate and the other school settings. AHT to set up inclusion opportunities for pupils at Watergate and other school settings Headteacher to liaise with other HT's in Lewisham explore ways of working together more closely 	IF KJ LM	<ul style="list-style-type: none"> Watergate will be more recognised for it's expertise in supporting children with SEN across the Lewisham and surrounding boroughs Greater inclusion opportunities will be created Sharing of good practice will improve performance and wellbeing 		

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	<ul style="list-style-type: none"> Further expand existing links already taking place as part of the Moving Stories Teacher Development Fund project – New Woodlands, Tidemill, Brent Knoll, Athenlay, Drumbeat) 	SLT			
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Priority Area 2 - Together we will explore and implement new and innovative practices and make greater connections with the wider community to enhance the growth and development of the school. Providing the best possible provision and outcomes for our pupils, placing their emotional wellbeing at the heart of everything that we do.

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
Be a certified British Institute for Learning Difficulties training provider.	<ul style="list-style-type: none"> AHT for Behaviour to work closely with the AHT at Brent Knoll to apply for accreditation for PBS training 	KJ	<ul style="list-style-type: none"> Greater recognition of Watergate's expertise across the borough will enhance good practice across other Lewisham schools in positively supporting behaviour and supporting pupils with SEN. 		
Gain Wellbeing Accreditation	<ul style="list-style-type: none"> DHT to make an application and carryout the necessary work to achieve accreditation Evaluation of the current wellbeing support for staff and pupils and creation of an action plan for Wellbeing to include strategies to improve wellbeing and reduce staff absence Chair wellbeing meetings and share findings and suggestion from these meetings 	LM	<ul style="list-style-type: none"> Greater wellbeing of staff will increase enjoyment in their roles, improve their physical and mental wellbeing and self-worth. 		

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	<ul style="list-style-type: none"> Implement new and innovative wellbeing changes 				
Become a Rights Respecting School	<ul style="list-style-type: none"> AHT to make an application and carry out the necessary work to achieve this 	MB	<ul style="list-style-type: none"> Recognition of safe learning environments, positive relationships within school and help children become healthier, happier, and puts children at the centre of everything we do 		
Forest school lead to further develop the sensory garden, including extending training to staff across the school.	<ul style="list-style-type: none"> Forest School Lead to work with teachers, support staff and premises team to further develop the sensory garden Provide ongoing training to upskill staff 	DM DM	<ul style="list-style-type: none"> Positive impact on the wellbeing of children and staff. Improve mood and reduce stress and anxiety. Nature can help people relax and regulate their emotions Outdoor learning encourages physical activity, which can improve physical health Self-confidence: outdoor activities can help people develop confidence and self-esteem by overcoming challenges and learning new skills. 		
Forest school lead to include Families in forest school sessions,	<ul style="list-style-type: none"> Forest school events to be added to the termly calendar and website for Families 	DM	<ul style="list-style-type: none"> Greater links with Families will provide a Better understanding of their child's education and build their own confidence and skills Positive relationships with their child's school, which can benefit everyone involved 		

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			<ul style="list-style-type: none"> Better connection between home and school Encourage imagination and curiosity 		
Provision of meaningful learning spaces outside of classes to enhance pupil learning and wellbeing.	<ul style="list-style-type: none"> AHTs for T&L and middle leaders to evaluate the success of the changes made to the outside learning areas and create an action plan for development 	MB / IF / GK / DM	<ul style="list-style-type: none"> Increased collaboration, confidence, creativity and problem solving for pupils and staff 		
Create a greater interest in storytelling and sharing of reading materials	<ul style="list-style-type: none"> Re-design library areas to promote interest in reading Training for Teachers in creative and delivering sensory stories. Regular programme of class visits to Catford Library Storytelling coffee morning with Families 	AG / MB / DM AG / MB NC AG / MB / CP	<ul style="list-style-type: none"> Enable pupils to build emergent literacy skills, enhance communication skills and foster positive relationships Children accessing regular visits to Catford Library will demonstrate over time, increased engagement, confidence and social communication when in the Library and during storytelling sessions there Creation of a bank of stories will be available 		
In conjunction with Lewisham SEN establish ways to support other Lewisham schools.	<ul style="list-style-type: none"> AHT for outreach in liaison with AHT at Brent Knoll to create a proposal for a service level agreement of support for other special and mainstream schools to support pupils with SEN 	KJ	<ul style="list-style-type: none"> Collaborative working across the LB of Lewisham to improve the outcomes of children/young people with SEN. 		
Headteacher to link with new HT at Brent Knoll and make links with schools in the surrounding Boroughs to share good practice	<ul style="list-style-type: none"> HT to discuss ways that the two schools can work more closely to create greater links to share good practice and training opportunities 	LM	<ul style="list-style-type: none"> Improved outcomes for pupils with SEN. 		

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<p>Build on creating greater links with the local community</p>	<ul style="list-style-type: none"> • DHT for Educational Visits to explore links to organisations in the local and wider community to provide learning opportunities and experiences for pupils • Work with local providers to establish more SEN friendly environments and upskill their staff to support children with SEN and their families 	<p>NC</p> <p>NC</p>	<ul style="list-style-type: none"> • Outdoor learning can reduce anxieties • Increased number of positive connections with local area organisations will provide a wider range of opportunities for children to engage in activities and spaces in the local community • Children across the school will have increased opportunities to engage with a wide range of experiences, environments and activities in the local area • Details of SEN friendly organisations and environments to be shared with the Watergate Community to increase opportunities for children to access these during educational visits and outside of school 		
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Priority Area 3 - Together with our families we will ensure that they feel part of the Watergate and wider community and have their voices heard, bringing positive changes for children and families.

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
<p>Building on the success of Family coffee mornings. Set up a programme of training opportunities for the</p>	<ul style="list-style-type: none"> • The family support worker in liaison with SLT will devise a termly calendar of events and coffee mornings 	<p>CP / SLT</p>	<ul style="list-style-type: none"> • Improved resources/services for families 		

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<p>families at Watergate and other Lewisham Families to have a voice, through coffee mornings and other school based events. Dates shared on Website calendar.</p>	<ul style="list-style-type: none"> • The family support worker in liaison with SLT will make contact with local organisations to establish more inclusive practices across Lewisham and local boroughs • Dates of up and coming meetings to be shared with families through a variety of means including, Website, text messages, emails and other relevant social media sites 		<ul style="list-style-type: none"> • Families will feel empowered that their voices are being heard 		
<p>Re-establish the school's Family & Teacher Association</p>	<ul style="list-style-type: none"> • A dedicated member of SLT will work with staff and families to re-establish the PTA. This will be launched and will be active in arranging at least one community and fundraising event per term • A calendar of events to be arranged and shared with families • Research ways raising funds to enhance extra-curricular activities and equipment 	<p>MB</p>	<ul style="list-style-type: none"> • Collaborative working between school and families will enhance relationships, wellbeing and funds to support additional learning experiences. 		
<p>Increase the range and breadth of events for families, including wider family members.</p>	<ul style="list-style-type: none"> • A coffee morning to be dedicated to families sharing their views on what type of events they would like to school to hold • Events added to the school calendar 	<p>CP / SLT</p>	<ul style="list-style-type: none"> • The voice of Watergate families will be heard across Lewisham and beyond to improve the lives of families with children with SEN 		

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	<ul style="list-style-type: none"> Feedback from families will evidence high levels of engagement and satisfaction following each event Review meetings to be held throughout the year to discuss successes and new ideas 				
Revamp the school's website and social media strategy	<ul style="list-style-type: none"> Launch new website – September 2024 to ensure that it is more user friendly Staff and family surveys will be undertaken to provide evidence engagement and ways to further develop the school's website 	NC / AH	<ul style="list-style-type: none"> Improved communication between school and home Families will have a voice in preferred methods of communication and media strategies 		
Improve communication and payment systems for all families	<ul style="list-style-type: none"> Implement Schoolcomms in September 2024 as a user-friendly system for all families. Payments for School Trip donations and Dinner Money Payments can be made online ensuring the systems are secure Launch Arbor as the school's main MIS system in September 2024. Streamlining the systems for storing data for all pupils/staff and families 	CCr	<ul style="list-style-type: none"> Watergate will be a cashless school before the end of the Autumn Term streamlining financial processes and ensuring payments from families are received without the risk of fraud 		

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Priority Area 4 - Together we will promote inclusion and diversity in all aspects of school life to ensure that everyone feels a sense of belonging in the Watergate and wider community.

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
Ensure that teaching materials reflect and include culturally diverse stimuli and real-life experiences	<ul style="list-style-type: none"> Moderation of topic and lesson planners, feedback to ensure that diversity is evident throughout the curriculum Dedicated middle leader meetings to discuss, review and creating new culturally diverse materials AHT for Curriculum to attend Curriculum Diversity training 	MB / MLs	<ul style="list-style-type: none"> Pupils feel a sense of belonging and are able to identify themselves throughout curriculum material Collaborative working of teaching staff to improve and create culturally diverse materials 		
Review and increase diversity and representation in school displays, signage and Widget symbols	<ul style="list-style-type: none"> Dedicated termly diversity learning walks by all staff to review displays and share ideas for improvement Review and revise Watergate's Equality and Respect policy 	MB / Staff IF	<ul style="list-style-type: none"> Greater sense of belonging for the whole of the Watergate community 		
Through school council, family events/coffee mornings create a sense of belonging	<ul style="list-style-type: none"> Create connections, bringing people together can provide an environment where people feel they belong Help build trusting relationships Invite opinions and perspectives into the conversations with staff and families Engage in purposeful storytelling 	ALL	<ul style="list-style-type: none"> Enhanced liaison between families and school, where everyone feels valued and has a voice Storytelling opportunities relating to family experiences will foster positive relationships 		

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Priority Area 5 – Together we will embed the ‘Distributed Leadership Model’ across the school through coaching with a particular focus on growing and developing staff to provide greater adaptability, innovation and empowerment.

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
Implement changes to the senior leadership roles and responsibilities	<ul style="list-style-type: none"> Identify distinct responsibilities of DHT's and AHT's, matched to the needs of the school Relevant CPD linked to prior experience and knowledge 	LM	<ul style="list-style-type: none"> Senior Leaders will be able to work to their strengths to enhance the provision and practices of the school CPD opportunities for SLT members will improve communication skills, confidence, performance and feel better equipped to address challenges 		
Develop coaching as a powerful tool for school improvement, building a culture of improvement through dialogue and support External leadership coach contracted to develop and support coaching of leadership at all levels	<ul style="list-style-type: none"> All SLT members to work collectively and individually with an external coach to establish a growth mindset and improve leadership skills Evaluation of effectiveness of coaching and ways of taking this forward across the whole school 	LM / SLT	<ul style="list-style-type: none"> Collaborative working of all SLT members will create positive relationships and collaborative ways of continuing to improve the outcomes of school improvement initiatives 		
Continue to identify and develop future leaders at all levels across the school	<ul style="list-style-type: none"> All teaching staff choose an area of whole school improvement to work on Coaching sessions with MLT and TLR teachers to develop their leadership skills. 	LM / SLT IF	<ul style="list-style-type: none"> Distributed leadership ensures all staff have stake in school improvement and can demonstrate their contribution through individual development targets 		

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	<ul style="list-style-type: none"> • UPS teachers have allocated and dedicated leadership responsibility • CPD tailored to develop future leaders 				
Performance Development ensures improved accountability and is lived and breathed and not just written down	<ul style="list-style-type: none"> • SLT to tighten Performance Development procedures. All staff to promote consistency of evaluation and feedback • Consistent monitoring and moderating of standards by SLT • Regular feedback meetings – teachers and link SLT member to be undertaken half termly 	LM / SLT	<ul style="list-style-type: none"> • A consistent approach to performance development to provide relevant and meaningful feedback that will support and develop staff and ensure that they feel valued by all member of SLT 		
Staff surveys focus on wellbeing and welfare to identify areas for improvement and address strategies to address deficits	<ul style="list-style-type: none"> • Annual staff surveys to have a wellbeing focus and comments/observations to be acted on and feedback to staff 	IF	<ul style="list-style-type: none"> • All staff will feel that their voice has been heard and that they are involved in the decisions, changes and positive aspects of the school 		

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Priority Area 6 – Together we will enhance the provision at Watergate School through the proposed expansion to the site at Bellingham.

Action	Methods	Responsibility	Outcome Impact	Progress Monitoring February 2025	Progress Monitoring July 2025
Re-establish with working party (staff and governors) Attending and recording all meetings	<ul style="list-style-type: none"> • Ongoing meetings with Lewisham planning team, architects and contractors • Record of all stages of the expansion • Provide a timeline of events 	LM / NC	<ul style="list-style-type: none"> • Collaborative working between all parties to create an appropriate environment that meets all pupils' needs through a transparent working relationship 		
Share outcomes with Watergate community and stakeholders	<ul style="list-style-type: none"> • Staff and families informed of progress and changes to the expansion plan, through website updates, emails and staff briefings 	LM / NC	<ul style="list-style-type: none"> • Greater confidence of everyone involved with the expansion • Everyone will feel that they have been part of the expansion planning process. 		

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