THE PENDLEBURY CENTRE
Believe in your future

3 Year Strategic Plan (2026 - 2029)

PRIORITIES	Target Year 1/2/3
1. INCLUSION AND EQUITY	
The Centre will ensure tailored and proportionate interventions are provided at the right time.These will be utilised in the most effective way to meet individual needs.	**1,2,3**
The Centre assessment, mapping and tracking systems will provide the holistic information needed for all students to make transformational progress in all areas across the Centre.	**1,2**
Every student will have access to an evidenced based therapeutic offer that will improve their overall wellbeing.	**1,2**
The Centre will ensure that there are dynamic and timely 'transitions' for students into, within and onwards from The Pendlebury Centre.	**1,2**
2. CURRICULUM AND TEACHING	
Quality assurance and the best available evidence, will support highly responsive, high quality, adaptive teaching as the foundation of inclusion.	**1,2,3**
The Centre's curriculum and teaching will ensure a dynamic impact for all students and the progress that they make with numeracy, literacy, reading and oracy.	**1,2,3**
Teachers will consistently make highly effective choices about what to teach and when and how to teach it, in the context of the subject, phase and students' needs.	**1,2,3**
The Centre's curriculum and processes will be reviewed in light of the government's Curriculum and Assessment Review (Final: Spring 2027), and SEND Reforms (Spring 2026) ensuring that any implemented changes are in the best interest of the students at The Pendlebury Centre.	**1,2,3**
The teaching and curriculum enables a transformational impact on the learning of vulnerable students, including those who are 'doubly disadvantaged' and will be evidenced based.	**1,2,3**
3. ACHIEVEMENT AND PROGRESS	
Outstanding CPD is provided for staff to achieve personal and professional development goals which enhances student achievement and progress.	**1,2,3**
The Centre will expand the offer for flexible learning pathways, with functional, vocational and life skill routes which will support students to be exceptionally well prepared for current and later learning.	**1,2,3**
Staff will have a deep understanding and involvement of all education settings, and will share learning and best practice externally to support system-wide improvement.	**1,2,3**

Across all subjects and phases, ambitious, well-planned and highly responsive teaching quickly and securely develops the knowledge and skills students need to be successful.	**1,2,3**
4. LEADERSHIP AND GOVERNANCE	
Leaders and Governors will strategically plan for the development of the Centre and an increase in size and offer.	**1,2**
Financial resources will be used effectively and efficiently (including pupil premium and EHCP monies) and will align with school improvement priorities.	**1,2,3**
The Centre will strategically plan for the upgrade and integration of effective whole centre digital technology.	**1,2**
Leaders and Governors will work together with a multidisciplinary approach to draw on excellence to create a truly self improving system.	**1,2,3**
5. ATTENDANCE AND BEHAVIOUR	
The highest standards of attendance and behaviour will be sustained over time to maximise a highly inclusive culture whereby all students feel they belong.	**1,2,3**
Tailored and responsive adjustments are proactively used to improve students SEMH behaviours and as a result have a demonstrable impact upon reintegration outcomes.	**1,2,3**
Students who need it, will receive exceptional and tailored 'team' support which results in rapid and/or notable improvements in attendance for all cohorts.	**1,2,3**
6. PERSONAL DEVELOPMENT AND WELL BEING	
The safeguarding and wellbeing of all students will remain at the forefront of all practices. The Centre will be receptive to challenge and policies, systems and processes will be kept under continual review.	**1,2,3**
The Centre has a transformational impact on how well all students flourish across all areas of school life which is evidenced.	**1,2,3**
Exceptionally high standards of personal development and wellbeing have been sustained. Students feel well supported and are exceptionally well prepared for their next steps and their life beyond the Centre.	**1,2,3**
Partnership and engagement with stakeholders, families and students is used to make informed decision making.	**1,2,3**
Professional supervision and reflective systems are planned to support staff wellbeing	**1,2,3**

NB. All areas of The Pendlebury Centre Strategy supports transformational impact for our vulnerable and disadvantaged students. Our priorities promote the removal of barriers to ensure future success.