



## “Chasing Great”

### School Development Plan 2024-2025

To be a **great** school our intentions are to ensure:

- **Quality of Education -**
  - a) **Curriculum:** continue to deliver a *challenging, well-planned, broad, balanced and contextualised curriculum*, through *consistently good teaching* day in, day out through the effective use of *quality first teaching*. Where remote learning is necessary the effective use of “*live*” lessons is in place to support *all students* in their *home learning*, in particular those who are *disadvantaged* and / or *SEN*.
  - b) **Teaching, Progress & Attainment:** deliver *challenging; quality learning* experiences for all students, in particular those who are *disadvantaged* and / or *SEN*, to ensure we persist in *raising aspirations* & ensuring all students achieve *great outcomes* and secure *positive destinations*.
  - c) **Assessment:** *assessments* inform *consistently good teaching and learning* and *accurate academic predictions and outcomes*. Continue to *raise attainment* in student outcomes for *all our students*, in particular those who are *disadvantaged* and / or *SEN*, so that their achievements are *at least* in line with National Averages and students have *great choices* for their future careers.
  
- **Personal Development, Behaviour, Safety & Attitudes:**
  - a) **Behaviour, Safety & Attitudes:** continue to ensure all staff *consistently* apply the schools Behaviour for Learning Policy, to ensure *all our students attend school well* and are *happy*, aspire to be *successful in employment*, are *proud & respectful British citizens* and are able to draw on skills to self-regulate their behaviours in order to *stay safe* and make an *active* contribution to society - in particular those students who are *disadvantaged* and / or *SEN*.
  - b) **Personal Development:** Ensure *all our students have* access to *great* academic, artistic, cultural, sporting and spiritual experiences that enrich their lives; promote their social and emotional well-being; *raise their aspirations* and ensure they *realise their potential as lifelong learners* and especially for our *disadvantaged* and *SEN* cohorts.
  
- **Leadership & Management:**
  - **Monitoring & Evaluation:** continue to ensure Leaders have a clear focus on providing students with an educational experience that develops student’s emotional *resilience*, enhances their *curriculum knowledge*, broadens their horizons, improves their *communication & interpersonal* skills, exposes them to *great teaching & learning experiences* that will ensure they can *thrive* in a rapidly *changing & uncertain world*.
  - **Financial Performance:** Continue to *allocate financial resources* focused on “*essential spend*” and can ensure a *great educational experiences* for *all our students*, and in *particular our disadvantaged and SEN, all day, every day*. Ensure the LA have a robust, compliant *lead out plan* for the *PFI* end date of 28 April 2028.
  - **Enhanced Resource:** offers value for money and continues to work with the Local Authority to ensure Headlands ERP (The ARC) compliments the new SEMH Free School offer.

## School Development Plan 2024-2025

Priorities	Impact	How will impact be measured?
<p><b>Quality of Education Curriculum</b> Continue to review Curriculum Policy at all key stages to ensure curriculum offer meets the needs of all students, in particular those who are disadvantaged and SEN. Embed Forensic Reading across KS3 to ensure monitoring activities are in place to evaluate impact. Embed Rapid Reading into all curriculum areas. Embed Disciplinary Literacy into all curriculum areas.</p> <p><b>Teaching, Progress &amp; Attainment</b> Deliver Professional Development Programme that focuses on curriculum development, relational behaviour theory and reading strategies. Embed iterative assessments across all key stages. Ensure Subject Development Plans continue to embed opportunities for peer to peer reviews of pedagogy.</p> <p><b>Personal Development</b> Expand support for student and staff emotional well-being. Continue to provide excellent impartial careers &amp; guidance. Secure the SMSC Quality Award to Silver Standard. Embed Rewards and Positive Discipline Policies to support student's abilities to self-regulate behaviours.</p> <p><b>Behaviour, Safety &amp; Attitudes</b> Relentlessly drive Attendance &amp; Punctuality Policy for all students, in particular students who are disadvantaged and those with EHCP.</p> <p><b>The ARC</b> Continue to review ARC Curriculum at all key stages to ensure curriculum offer meets individual needs of all students. Implement an Assessment Policy and continue to review. Continue to ensure applications to the Enhanced Resource Provision are robustly reviewed and responded to by the LA. Plan, alongside the LA, the development of The ARC.</p> <p><b>6th Form</b> Recruit a financial viable numb Ensure Year 13 Outcomes and Destinations remain a high priority. Review the financial viability of the 6th Form curriculum offer, continue to provide appropriate Impartial Advice and Guidance for Key Stage 4 students and actively promote the 6th Form.</p> <p><b>Leadership &amp; Management</b> Continue to review the schools financial position and ensure all avenues are explored for income generation and cost saving opportunities. Plan for beyond PFI with the Local Authority.</p>	<p>Students will be able to independently critically analyse reading materials in order to arrive at robust evidence based conclusions and as a result improve their performance in external examinations.</p> <p>Staff have embedded clear classroom routines that provide certainty for students. Students recall more knowledge and can apply it successfully.</p> <p>Staff and students will have an enhanced offer for emotional support.</p> <p>Disadvantaged students, and students with EHCP will attend school more and therefore have the opportunity to learn more.</p> <p>ARC students will attend more and therefore have the opportunity to learn more. Accurate reporting of EHCP Applications will be monitored and reviewed to ensure appropriate placement of students. Increased opportunity for more students to access Enhanced Resource provision from across LA.</p> <p>Students can access appropriate post-16 provision and Headlands School 6<sup>th</sup> Form remains financially viable.</p> <p>Income received for current cohorts of students can be spent on current cohorts, rather than repaying the deficit budget. Governors and the Leadership Team will be aware of identified priorities and can plan accordingly.</p>	<p>Year 11 Grades 7 - 9, will be 20%, 5-9 will be 60% and 4-9 will be 80% in all subject areas.</p> <p>Number of students who are accessing Return to Learn will reduce compared to 2023 - 2024. Year 11 Attainment 8 will be above 50 in 2025.</p> <p>Student surveys will report they have access to a range of appropriate emotional support when they need it. Student surveys will report they have a clearer understanding of the dangers of social media.</p> <p>Disadvantaged and EHCP attendance will be in line with the national average.</p> <p>Students who attend the ARC who are disadvantaged and /or have an EHCP will attend school in line with the national average. Local Authority Review of the ARC will judge the provision to be at least "Good."</p> <p>0% of student's NEET at the end of Year 11. 100% of students with appropriate destinations at post-16. Headlands School 6<sup>th</sup> Form has 110 students.</p> <p>Schools 5-year plan to return a positive balance sheet. Governors and School Leaders are aware of the Local Authority PFI Exit Plan.</p>

## Appendix

The School Development Plan (SDP) is supported by the following Leadership Development Plans (LDP) and Subject Area Development Plans (SADP): Leadership Development Plans (LDP)

LDP	SLT Link	Governor Link	External Link	RAG			Comment
				Dec	April	July	
Leadership & Management	Amy Stamford	Andrew Hirst	LA SIP - Mark Knapton				
Quality of Education (Inc. 6 <sup>th</sup> Form & Curriculum)	Gill Rogers	Geoff Hoyle	LA SIP - Mark Knapton				
Safeguarding & Student Character	Becky Brown	Gary Thomas	LA SIP - Mark Knapton				
Behaviour & Attitudes, Personal Development	Ben Cooke	Gary Thomas	LA SIP - Mark Knapton				
Teaching & Learning	Adam Woolley	Philippa Gascoigne	LA SIP - Mark Knapton				
Assessment	Tracey Roberts	Geoff Hoyle	LA SIP - Mark Knapton				
Support for Learning	Ian Walton	TBC	LA SIP - Mark Knapton				
Ambition & Achievement	Alex McKean	Gary Thomas	LA SIP - Mark Knapton				
Alternative Pathways & Literacy	Sally Dearing	Fran Lee	LA SIP - Mark Knapton				
Community	David Stamper	TBC	LA SIP - Mark Knapton				
Attendance	Laura Woodward	TBC	LA SIP - Mark Knapton				
Numeracy	Richard Earnshaw	Geoff Hoyle	LA SIP - Mark Knapton				

Enhanced Resource Provision	Simon Abbotts	Ben Yorke	LA SIP - Mark Knapton				
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