



“Chasing Great”

School Development Plan 2025-2026

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 home learning is necessary, continue to develop Headlands School Home Tuition Service 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 continue to 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 experience* 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 yet to be approved new SEMH Free School offer for Bridlington. Commence placements for students in the Headlands ERC (The Cove) from September 2025.

School Development Plan 2025-2026

Priorities	Impact	How will impact be measured?
<p>Quality of Education Curriculum</p> <p>Continue to review Curriculum Policy to ensure curriculum meets the needs of all students, in particular disadvantaged and SEN.</p> <p>Continue to embed Forensic Reading across KS3 to ensure monitoring activities are in place to evaluate impact in 2027 (Yr 9 - 11).</p> <p>Continue to embed Rapid Reading into all curriculum areas.</p> <p>Continue to embed Disciplinary Literacy into all curriculum areas.</p> <p>Ensure a robust Reading Intervention Programme is in place across mainstream, The ARC and The Cove.</p> <p>Numeracy strategies are embedded across the curriculum.</p> <p>Homework Policy changes are implemented and impact reviewed.</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>Year 11 Grades 7 - 9, will be 20%, 5-9 will be 60% and 4-9 will be 80% in all subject areas in mainschool.</p> <p>Year 11 Disadvantaged Progress 8 in 2027 will be positive (current Year 10) in mainschool.</p>
<p>Teaching, Progress & Attainment</p> <p>Professional Development Programme to focus on curriculum development, relational behaviour theory, reading strategies and adaptive practice.</p> <p>Embed iterative assessments across all key stages.</p> <p>Ensure Subject Leaders and Senior Leaders continue to analyse summary data each term for each year group.</p> <p>Create and utilise a Progress Portal.</p> <p>Embed Termly Intervention Programme for underachieving disadvantaged and SEN students.</p>	<p>Staff have embedded clear classroom routines that provide certainty for students.</p> <p>Students recall more knowledge and can apply it successfully.</p>	<p>The number of students who are accessing Return to Learn and Internal Exclusion will reduce compared to 2024-2025 in particular for disadvantaged and SEN students.</p> <p>Year 11 Attainment 8 will be in line with 50 in 2027.</p>
<p>Personal Development</p> <p>Continue to expand support for student and staff emotional well-being, track and monitor impact.</p> <p>Continue to provide excellent impartial careers & guidance.</p> <p>Prepare for introduction of the Careers Impact System assessments.</p> <p>Continue to embed Rewards and Positive Discipline Policies to support student's abilities to self-regulate behaviours.</p> <p>Refresh approach to Tutor Time and PSHE delivery. Ensure British Values are embedded across school life.</p>	<p>Staff and students will have an enhanced offer for emotional support.</p>	<p>Student surveys will report they have access to a range of appropriate emotional support when they need it.</p> <p>Student surveys will report they have a clearer understanding of the dangers of social media.</p>
<p>Behaviour, Safety & Attitudes</p> <p>Relentlessly drive Attendance Policy for all students, in particular students who are disadvantaged and those with SEN.</p> <p>Introduce "Movement Time" to aid improvements in Punctuality.</p>	<p>Disadvantaged students, and students with SEN will attend school more and therefore have the opportunity to learn more.</p>	<p>Disadvantaged and SEN attendance will be in line with the national average in mainschool</p>
<p>Enhanced Resource Provision (The ARC & The Cove)</p> <p>Continue to review the ERP offer to ensure the curriculum meets individual needs of students.</p> <p>Work with Venn Academy Trust to ensure provision is effective.</p> <p>Continue to ensure applications to the Enhanced Resource Provisions are robustly reviewed and responded to by the LA for both provisions.</p> <p>Set up The Cove and review implementation through the academic year with Governors and LA.</p>	<p>ERP students will attend more and therefore have the opportunity to learn more.</p> <p>Accurate reporting of EHCP Applications will be monitored and reviewed to ensure appropriate placement of students.</p> <p>Increased opportunity for more students to access Enhanced Resource provision from across LA.</p>	<p>Students who attend an ERP who are disadvantaged and /or have an EHCP will attend school in line with the national average.</p> <p>External Reviews of ERPs will judge the provisions to be at least "Good."</p>

<p>6th Form Continue to recruit a financially viable number. Ensure Year 13 Outcomes and Destinations remain a high priority. Continue to ensure 6th Form Assessment is in line with School Policy.</p> <p>Leadership & Management 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 with partner organisation Venn Academy Trust. Prepare School Community for Ofsted Inspection under new Framework.</p>	<p>Students can access appropriate post-16 provision and Headlands School 6th 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>0% of student's NEET at the end of Year 11. 100% of students with appropriate destinations at post-16. Headlands School 6th 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. Governors and School Leaders are aware of Academy Trust options.</p>
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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	Gary Thomas	LA SIP - Mark Knapton				
Quality of Education	Adam Woolley	Geoff Hoyle	LA SIP - Mark Knapton				
Safeguarding & Student Character	Ben Cooke	Phillipa Gascoigne	LA SIP - Mark Knapton				
Behaviour & Attitudes, Personal Development	Ben Cooke	Phillipa Gascoigne	LA SIP - Mark Knapton				
Teaching & Learning	Adam Woolley	Geoff Hoyle	LA SIP - Mark Knapton				
Assessment	Tracey Roberts	Geoff Hoyle	LA SIP - Mark Knapton				
SENCO & Enhanced Resource Provision - The Cove	Ian Walton	Geoff Hoyle	LA SIP - Mark Knapton				
Ambition & Achievement	Alex McKean	Geoff Hoyle	LA SIP - Mark Knapton				
6th Form	Sam Harah	Geoff Hoyle	LA SIP - Mark Knapton				
Reading & Literacy (& Interim Subject Lead English)	Sally Dearing	Geoff Hoyle	LA SIP - Mark Knapton				
Community	David Stamper	Phillipa Gascoigne	LA SIP - Mark Knapton				
Attendance	Fran Westcott	Phillipa Gascoigne	LA SIP - Mark Knapton				
Enhanced Resource Provision - The ARC	Simon Abbotts	Phillipa Gascoigne	LA SIP - Mark Knapton				

