



“Chasing Great”

School Development Plan 2025-2026

To be a great school our intentions are to ensure:

Quality of Education:

- **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.
- **Teaching, Progress & Attainment:** Deliver *challenging, quality learning* experiences for all students, in particular those who are disadvantaged and / or SEN, persisting in *raising aspirations* & ensuring all students achieve *great outcomes* and continue to secure *positive destinations*.
- **Assessment:** Ensure *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:

- **Behaviour, Safety & Attitudes:** Continue to ensure all staff *consistently* apply the school’s 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* who can 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.
- **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*, 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 students’ 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 ensuring a *great educational experience for all our students*, in particular *our disadvantaged and SEN, all day, every day*. Ensure the LA has a robust, compliant lead-out *plan* for the *PFI* end date of 28 April 2028.
- **Enhanced Resource:** Continue to ensure the provision offers value for money and, through our work with the Local Authority, ensure Headlands ERP (The ARC), complements 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 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 and 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 and Numeracy strategies into all curriculum areas.</p> <p>Ensure a robust Reading Intervention Programme is in place across mainstream, The ARC and The Cove.</p> <p>Homework Policy changes are implemented and impact reviewed.</p> <p>Teaching, Progress & Attainment 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. 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>Personal Development Continue to expand support for student and staff emotional well-being, track and monitor impact.</p>	<p>The curriculum across all subjects and key stages is planned, resourced and sequenced effectively. Students are engaged in their lessons and individual needs are being met, enabling all students to make progress and overcome any barriers to learning.</p> <p>Students will be able to independently and critically analyse reading materials to arrive at robust, evidence-based conclusions and, as a result, improve their performance in external examinations.</p> <p>Literacy and Numeracy are clearly mapped across all departments and there is clear evidence of how these are explicitly taught across the curriculum.</p> <p>Struggling readers are identified quickly and appropriate interventions are in place to ensure all students, in particular SEND and disadvantaged, make meaningful progress from their starting points and support them in becoming confident, fluent readers.</p> <p>Students develop positive homework habits.</p> <p>Staff will have embedded, clear classroom routines that provide certainty for students. Staff deliver inclusive lessons that require 'all students thinking all of the time', allowing them to identify gaps, address misconceptions and adapt practice to meet the needs of their learners.</p> <p>Students can recall more knowledge and can apply it successfully.</p> <p>Teachers identify gaps earlier, resulting in more targeted interventions and improved outcomes.</p> <p>Staff and students will have an enhanced offer for emotional support.</p>	<p>Quality Assurance of all Curriculum Documentation reflects a broad and balanced offer that meets the individual needs of all students. Internal data for KS3 shows students, particularly those disadvantaged and with SEND, are making at least expected progress. 2026 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>Internal progress data evidences impact on students' performance.</p> <p>Results from diagnostic and ongoing assessment evidence progress of students following intervention.</p> <p>Sparx data shows completion rates rise and students show accelerated progress.</p> <p>QA of lessons confirms established routines and a calm, purposeful learning environment; behaviour data shows fewer incidents. QA of lessons confirm implementation of engagement strategies to ensure lessons are inclusive and practice is adapted to meet the needs of individual students. QA of Books confirms consistency; student voice reflects clarity in delivery and feedback.</p> <p>Internal progress data and external examination results evidence student progress. 2026 results across all subjects are, at least, in line with National. Year 11 Attainment 8 will be in line with 50 in 2027.</p> <p>Staff and student voice evidence they feel supported and understand the support on offer and how to access this. Student surveys will report they have a clearer understanding of the dangers of social media.</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><u>Behaviour, Safety & Attitudes</u> Relentlessly drive Attendance Policy for all students, in particular students who are disadvantaged and those with SEN.</p> <p><u>Enhanced Resource Provision (The ARC & The Cove)</u> 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><u>6th Form</u> Continue to recruit a financially viable number.</p> <p>Ensure Year 13 Outcomes and Destinations remain a high priority.</p> <p>Continue to ensure 6th Form Assessment is in line with School Policy.</p> <p><u>Leadership & Management</u> Continue to review the schools financial position and ensure all avenues are explored for income generation and cost saving opportunities.</p> <p>Plan for beyond PFI with the Local Authority with partner organisation Venn Academy Trust.</p> <p>Prepare School Community for Ofsted Inspection under new Framework.</p>	<p>All students will have high aspirations and ensure they realise their potential as lifelong learners. Students, staff and parents/carers have the tools and knowledge available to ensure that students make positive and well-informed choices for their future career.</p> <p>Students feel rewarded and strive to make positive choices because of this. Parents/ carers can track and support their child with this.</p> <p>Disadvantaged students, and students with SEN will attend school more and therefore have the opportunity to learn more.</p> <p>ERP students will attend more and therefore have the opportunity to learn more.</p> <p>Quality of provision is improved to meet the needs of all learners.</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 can access appropriate post-16 provision, and Headlands School 6th Form remains financially viable.</p> <p>Results remain in line with, or above, national averages. Destinations data demonstrates parity for SEND and disadvantaged students over multiple cohorts.</p> <p>Students receive consistent assessment information, improving tracking and intervention.</p> <p>Income received for current cohorts of students can be spent on current cohorts, rather than repaying the deficit budget.</p> <p>Governors and the Leadership Team will be aware of identified priorities and can plan accordingly.</p>	<p>0% of students are NEET at the end of Year 11. 100% of students have appropriate destinations at post-16.</p> <p>Rewards data reflects a positive trend in rewarding students; student and parental voice is positive about the school's rewards system.</p> <p>Whole school attendance data improves and is in line with National. PA decreases. Disadvantaged and SEN attendance will be in line with the national average in main school</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>Reduction in repeat fixed-term suspensions leading to exclusion or permanent exclusion.</p> <p>Increased number of students accessing The Cove through the review/consult process.</p> <p>Headlands School 6th Form has 110 students.</p> <p>Exam results remain in line with national benchmarks; QA processes confirm quality of provision.</p> <p>QA confirms alignment; student survey shows confidence in assessment process.</p> <p>The School's 5-year plan to return a positive balance sheet.</p> <p>Governors and School Leaders are aware of the Local Authority PFI Exit Plan. Governors and School Leaders are aware of Academy Trust options.</p> <p>Positive outcome at Ofsted</p>
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