



“Chasing Great”

School Development Plan 2026-2027

To be a **great** school that delivers an exceptional education for all students. We will ensure all students:

- **Achieve** strong academic outcomes and **attend** school well;
- Show **Pride** in their learning, **Aspire** to positive career goals and are **Respectful** individuals;

We are committed to ensuring that **disadvantaged** students and those with **SEND** ALL **achieve** well and **attend** regularly ensuring they can fully participate in school life.

Intended Impact

By the end of the academic year 2026-2027, we will demonstrate:

- Strong **academic outcomes** across all subjects and student groups
- Consistently **high-quality teaching** and **curriculum delivery**
- Improved **attendance**, particularly for *disadvantaged* and *SEND* students
- High levels of **student wellbeing** and **personal development** are maintained
- Fully embedded and effective **Enhanced Resource Provision**
- A **financially sustainable model** with clear future planning
- A school that is **securely** positioned as “**Expected**” in all areas with **strong** capacity for further improvement.

School Development Plan 2026-2027

School Development Priority	Actions	By Who?	By When?	What will success look like?
<u>Curriculum and Teaching</u> Deliver a challenging, ambitious, and inclusive curriculum that is coherently planned, knowledge-rich, and responsive to the needs of all learners. Ensure teachers consistently deliver high-quality adaptive teaching, ensuring all students, particularly those who are disadvantaged and/or have SEND, can actively engage, access learning and secure strong academic outcomes. Ensure students who have not achieved the necessary foundational knowledge and skills are identified and supported to secure these.	- Continue to deliver a high-impact professional development programme focused on adaptive teaching, curriculum delivery, and relational practice. - Strengthen the school's approach to adaptive teaching by integrating the use of mini-whiteboards (All students thinking all of the time) to ensure students engage 100% of the time in lessons and that teachers have another tool to identify gaps and adapt their practice. - Strengthen adaptive teaching by further embedding within the curriculum planned scaffolding opportunities for students who may need it to access learning, as well as opportunities to stretch students who are ready to take their learning further. - Continue to deliver our updated Homework Policy by rolling a structured homework programme into Year 10. - Continue to deliver our Reading Strategy by training staff through the CPD programme to develop greater structure and ambition in the spoken and written English of our students. - Continue to refine the ARC curriculum by further embedding a foundational skills offer at KS3 and developing a humanities offer at KS4			100% of teaching staff deliver inclusive lessons that require <i>all students thinking all of the time</i> using adaptive teaching techniques.

	which will allow students to build on prior learning at KS3. • To continue to develop the quality of teaching through the ARC through senior leaders teaching in the ARC, modelling good practice, and working more actively with the teaching team in the ARC to develop practice. • To embed an adapted ‘little and often’ approach to red pen feedback in the ARC to allow ARC students to respond better to feedback and move forward in their learning. *Several of these actions are closely linked to inclusion as they help us to ensure our practice is ‘inclusive by design.’ However, they will not be repeated in the Inclusion section.			
<u>Achievement</u> Provide reliable and valid data to inform teaching and intervention Support accurate predictions and accountability in all areas of Main School and The ARC. Drive improved outcomes so that student attainment is at least in line with, and increasingly above, national averages for all groups, paying particular attention to SEN, disadvantaged and vulnerable groups.	• Ensuring achievement data provided to teachers and Leaders allows for structured, timely interventions so that for all student groups (particularly SEN, disadvantaged, LAC, and V groups) we effectively identify achievement concerns and take rapid action. • Identify and address areas of the curriculum where students are not achieving in line with national averages at KS4 and KS5. Ensure Subject Development Plans take appropriate actions to address this. • Develop the Intervention Team and the Intervention App to ensure that we very quickly identify significantly underperforming students in all year groups and have a relentless focus on removing barriers for these students,			Internal data for KS3 mainstream and ARC shows students, particularly those disadvantaged and with SEND, are <i>achieving</i> at least expected progress. 2027 outcomes for KS4 and KS5 are <i>achieving</i> at least in line with the national average.

	particularly where they are SEN, disadvantaged, LAC, and/or vulnerable groups. *Several of these actions are closely linked to inclusion as they help us to ensure our practice is 'inclusive by design. However, they will not be repeated in the Inclusion section.			
<u>Inclusion</u> Ensure students who are likely to find learning the hardest sit at the heart of everything we do in our development of adaptive teaching practices and curriculum design.	• Continue to monitor EHCP LA placement decisions rigorously through weekly meetings with LA Officers. • Further refine and strengthen our approach to identifying, intervening with, and monitoring the progress of students who have not fully secured the necessary foundations in communication, reading, spelling, handwriting and mathematics. This will include improved tracking of how successful our interventions are and also the scaling up of our foundational Maths offer so we can intervene with all students with gaps. • To embed more uniform and informative passports for all students who are more likely to have significant barriers to their learning (SEN, LAC, V groups, and disadvantaged) to enable staff to better adapt their practice to meet their academic and pastoral needs. • To embed structured half termly meetings between the SENco and pastoral team to ensure that information is more effectively transferred and actioned so that we more efficiently meet the needs of students.			2027 <i>achievement</i> for all students, particularly SEN, disadvantaged and vulnerable groups at least in line with the national average for KS4 and KS5.

	Continue to develop Hybrid Home Tuition provision to support achievement by deploying the staff into the SHAC.			
<u>Attendance and Behaviour</u> Strengthen attendance systems and interventions, particularly for disadvantaged and SEND students Ensure a calm, safe and purposeful environment where students feel certain, cared for and confident; where expectations are consistently applied.	- Continue to rapidly improve student attendance across the school including, but not limited to, those that are disadvantaged, have SEN, or other vulnerabilities including those in the ARC through strategic deployment of the SHAC and the BRIDGE to prevent habitual absence and repeat suspensions resulting in absence. - Further develop the deployment of the rewards policy by ensuring QA of use is rigorous and routine. - Further develop students' ability to self-regulate, make safe choices, and contribute positively to society by implementing strategies within the SHAC and the BRIDGE, supporting SEMH needs. - Implement the schools White Ribbon Action plan to ensure the whole community is aware we will never use, excuse or remain silent about men's violence against women.			Ofsted Judgement - Expected
<u>Personal Development</u> Provide a rich and inclusive personal development offer that prepares students for life beyond school.	- Continue to ensure access to high-quality cultural, artistic, sporting and enrichment opportunities through exploring new educational visit opportunities. - Continue to refresh and develop Personal Development and Tutor Time programmes,			Ofsted Judgement - Strong

	including digital safety and British Values, in response to evolving issues. • Expand emotional wellbeing support for students and staff, with clear systems to measure impact through improved attendance to school / work. • Embed a robust careers programme, including implementation of Careers Impact assessment.			
<u>Enhanced Resource Provisions</u> Ensure our enhanced provisions deliver high-quality, specialist support that meets individual needs.	• Continue to ensure students all understand the importance of attending school and achieving well by rewarding students explicitly for their attendance.			
<u>6th Form</u> Secure a high-quality and sustainable Sixth Form provision.	• Ensure students achieve the best possible outcomes that are at least in line with national standards through effective adaptive teaching. • Recruit and retain viable student numbers by ensuring the recruitment process is thorough and robust.			Ofsted Judgement - Expected
<u>Leadership & Governance</u> <u>Monitoring & Evaluation</u> Maintain a sharp focus on quality of education and student experience to ensure attainment outcomes are the primary focus Maintain a forensic approach to ensuring student attendance is at least in line with national averages	• School operates within a sustainable financial model reducing the deficit by 2030. • Clear PFI exit strategy in place that is led by the LA.			Ofsted Judgement - Expected for all areas of the school

Use robust data and evaluation systems to drive consistent improvement Ensure staff are supported to deliver excellent teaching and pastoral care <u>Financial Performance & Strategic Planning</u> Ensure financial sustainability through efficient resource allocation Continue planning for PFI exit (April 2028) in partnership with the Local Authority Explore future structural opportunities, including Trust partnerships Ensure resources prioritise impact for current students	• Leaders and Governors have a clear long-term strategic plan beyond PFI that has been consulted upon with the LA.			
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GCSE Key Performance Indicators

KPI	National Avg 2026	Data Collection 1	Data Collection 2	Data Collection 3	Final 2027
Attainment 8					
Progress 8					
Basics 5+					
Basics 4+					
Maths					
English Literature					
English Language					
Combined Science					
Biology					
Chemistry					
Physics					

KPI	National Avg 2026	Data Collection 1	Data Collection 2	Data Collection 3	Final 2027