



School Development Plan 2024/25



Our Goal: To secure Ofsted Outstanding by 2026/27

Behaviour

- Elevate expectations through the introduction of the new **'Positive Behaviour'** (PB) policy in school.
- Provide extensive training to staff and students on the expectations of the PB policy. Undertake informal quality assurance in half term 1 to ensure that it is being adhered to in all lessons by all members of staff.
- Issue a new student planner to all students. Promote the requirement of student self-regulation through form time and weekly PB sessions.
- Ensure that rewards that are offered as part of PB are consistently provided and high impact.
- Undertake half termly student voice on the consistent implementation of PB in school.
- Ensure that Isolation is a purposeful environment where students both work productively and reflect on the choices which have led to them being in the provision. Implement a clear protocol to be followed by all members of staff operating within the provision. Provide extensive training on the implementation of the protocol.
- Undertake a review of school uniform to ensure that it is both affordable and being consistently adhered to by all students within the school. Quality assure uniform daily.
- Implement a 'Tiering System' (1-5) for all students to ensure that resources are focused on students who are 'live' concerns within the sanction system.
- Undertake half termly Student Planning Team meetings with all key members of pastoral staff. Ensure that actions from these meetings focus on next steps.
- Take a robust stance on misogynistic and homophobic views / attitudes. Through education, ensure that students understand the unacceptable nature of comments.
- Ensure that praise for positive choices is central within the school strategy.

Curriculum & Assessment

- Ensure that all members of staff are clear on the intent of the curriculum at Bedale High School.
- Implement a new banding structure that is designed to address underperformance of higher and middle ability students. Ensure that 'setting' is appropriate and does not risk creating any groups which would commonly be referred to as 'sink' groups.
- Upskill all students in their understanding of Fundamental British Values, Protected Characteristics, Religious education, and Computing (KS4), acknowledging that there is a current deficit in knowledge.
- Ensure that **Curriculum & Rubric Maps** (Schemes of Work) are reviewed and carefully considered to ensure that the progress of the most able students in school is in no way being hampered by lower expectations of progress. Signpost within the maps all assessment points.
- Ensure that all content is delivered and built upon in an iterative manner through a spiral curriculum.
 - Develop a series of **Iterative Assessments** across all subjects and in all year groups that ensure that knowledge is learnt and not just taught. Deliver these assessments at three points during the year, aligned with Assessment Point report timescales.
 - Encourage the use of iterative starters in lessons to check prior learning has been retained.
 - Implement a new 'wave' approach to reading, ensuring that all students are accurately assessed and that clear impactful intervention strategies are put in place.
 - Implement the 'Key Learning Question' and 'Big Picture' into all lessons so that students are clear on the sequence of learning within the lesson and also where the learning from today fits into the bigger picture of the curriculum.

Attendance

- Raise the profile of attendance within the school, ensuring that it is seen as an 'obsession' by all members of staff. Increase the visibility through corridor displays, assemblies, videos, and letters home.
- Implement the **100% Attendance Club** and **Club Points** attendance incentives strategy for all students in school. Ensure that these are high profile, desirable for all, and highly impactful.
- Put in place a clear to understand set of attendance categories which outline the steps that will be taken by the school at each level of attendance.
- Enhance the size of the attendance team in school, ensuring that home visits are a daily feature for students whose attendance is of concern.
- Ensure that the support being offered to all students who are persistent or severely absent is in line with / exceed expectations.
- Develop the existing 'Culture Shack' provision to become the 'Personalised Learning Centre'. Ensure that students who are reintegrating are adequately supported within this provision and all pathways lead back to school.
- Work with the local authority to implement fast track penalty notices or court proceedings and fines where all other avenues of support have failed to re-engage families back into education.
- Undertake attendance strategy meetings fortnightly to review the impact of all strategies undertaken.
- Provide a weekly text message to all students who are classified as PA in school explaining their position and providing motivation to improve attendance.



BIG 5

Leadership

- Deliver greater spending flexibility through a review of all areas of expenditure within the school. Reduce any waste that exists.
- Ensure the staffing model can deliver the requirements of the BIG 5 Development plan.
- Ensure that members of staff feel valued and recognised through innovative and traditional means.
- Ensure that all members of staff within the school receive a highly comprehensive package of continued professional development in respect of all areas within the BIG 5 Development Plan and wider work of the school.
- Further enhance work with Primary feeder schools in order to ensure that Bedale High School becomes the number one choice for parents / carers within a 6-mile radius. Establish clear opportunities for year 5 and 6 pupils to visit the school at key points during the year.
- Introduce a House system in school to further provide students with a feeling of belonging. Create opportunities for healthy competition during the year.
- Reignite the Student Leadership Team and facilitate multiple opportunities for young people to express their views about their school. Support leadership opportunities.
- Deliver a highly comprehensive PSHE programme in school to all students, ensuring that it is responsive to the needs of the community and prepares students for the future. Prioritise catch up in respect of Fundamental British Values, Protected Characteristics, Religious Education, and Key Stage 4 Computing to ensure full coverage of the national curriculum.

Teaching & Learning

- Implement a set of non-negotiable lesson expectations (**BHS WAY**).
- Devise a quality assurance matrix that ensures that non-negotiables are being met in all lessons, provides teachers with high quality personalised feedback, and is in no way excessive.
- Embed the 'three-part lesson' into all subjects across the school. Ensure that it is routinely followed by all members of staff. Provide CPD accordingly.
- Enhance the pace and challenge of lessons through 'learning begins in 60 seconds' and a strategy of teaching to the top with scaffolding.
- Implement silent, independent challenge in all lessons through the introduction of the **'Purple Zone'**.
- Ensure that a consistent marking policy that takes account of both student needs and teacher workload is in place across the school.
- Ensure that students complete an exercise in metacognition (**Green for Growth**) in all lessons at least once per half term.
- Implement reading assessments for all students three times per year. Further intervene with those out of chronological age using a wave approach.
- Implement the **'Perfect 10 Standards'** in exercise books. Ensure that these are routinely monitored by teachers within marking through regular Marking and Feedback checks.
- Ensure that all classrooms within the school promote an ethos of ambition and high levels of aspiration.
- Support SEND & PP student progress through interactive seating plans.