



School Development Plan 2025/26



Our Goal: To secure Ofsted Outstanding by 2026/27

Achievement

- Update the schools' assessment structure to use the more widely understood 1-9 grading system. Ensure that these grades are clearly mapped against both KS3 and KS4 topic areas.
- Implement new Interim and Masters Assessment which take place at key points in the school year. Ensure that these are **Iterative Assessments** that capture current and prior learning.
- To raise their profile, facilitate Masters' assessments taking place in the exam hall for all year groups.
- Provide extensive training to staff on data entry to ensure the quality of information provided.
- Increase the rigour under which the data entered by members of staff is reviewed by middle leaders.
- Further enhance the delivery of **Purple Zone** and **Green for Growth** activities to ensure that they achieve their objective of creating independent and resilient learners.
- Conduct regular review of the newly introduced **Curriculum & Rubric Maps** across subject areas. Ensure that they are being consistently implemented through subject based Curriculum Review weeks.
- Create a new Library provision in school that is accessible throughout and after the school day. Within the space offers various interventions to support students with their reading and other schoolwork.
- Further elevate expectations through the consistent use of the **'Positive Behaviour'** policy.
- Promote the requirement of student self-regulation through form time and weekly PB sessions. Enhance the quality of 1:1 support and challenge from form tutors, providing both a pastoral and academic focus.
- Ensure that praise for positive choices remains central within the school strategy.

Leadership

- Continue to seek means by which to be financially efficient. Ensure the school remains on track to repay the deficit by March 2027 whilst also maintaining the quality and success of provision at the heart of all financial decisions.
- Refurbish all remaining classroom spaces and develop the new school Library provision, Rowing Suite, and On-Site Gymnasium.
- Initiate Bedale Rowing Club and Bedale Karate Club to further enhance the student experience on offer.
- Further develop the Student Leadership Team to become ambassadors of the school. Train these students in leadership & decision-making skills.
- Strengthen further the public image of the school. Share key events and showcase our exceptional work.

Inclusive Provision

- Introduce the concept of a 'ruthless focus' on SEND and PP students within the school. Ensure that all staff are clear that the success of our school will be determined on the success of our most vulnerable students.
- Through the implementation of new 'Student Passports', place a greater focus on quality first teaching to SEND students within the classroom. Ensure that teachers are well trained and supported to meet the most common SEND needs in the classroom and reduce reliance on Teaching Assistants (TA).
- Further enhance the TA 'On Call' system to ensure that SEND support can be reactive to the needs of SEND students on a day-to-day basis. Ensure that support continues to focus on returning students to lessons.
- Increase the number of SEND interventions available to be delivered through the Learning Support Centre. Utilise a combination of enhanced training for CPD and external support to deliver high quality interventions.
- Ensure that quality assurance delivered through the **BHS WAY** places a significant focus on PP and SEND. Ensure that vulnerable groups are discussed openly in feedback.
- Ensure that SEND and PP students are prioritised in Behaviour Tiering Conversations, 1:1 Form Tutor PB Meetings, and within wider parental communications.
- Replace the existing safeguarding system with CPOMS, allowing more seamless transfer of information about the most vulnerable students and they join / leave our school.
- Introduce 'Strategic Seating and Interaction Plans' (SSIP's) for all classes, allowing teachers to make notes on key learning styles for students and track any strategies that provide most success for students, particularly those who are SEND / PP.
- Develop the student database to provide clear links to the Inclusion Support Matrix, ensuring all staff are aware of the support being provided to vulnerable students.

Personal Development

- Further develop the PSHCE curriculum to incorporate more responsive elements that meet the current contextual needs of young people at our school.
- Ensure 100% engagement in the year 10 work experience programme.
- Aspire to achieve 'Beyond Gatsby' in key aspects of our CEIAG programme.
- Set a goal of 0% NEET and ensure that careers programmes align students to the most appropriate post-16 offering for them.
- Prioritise SEND and PP students in all aspect of careers work, facilitating additional opportunities for these groups of students throughout the course of the year.
- Seek best practice from other schools in respect of the delivery of RE. Build on the successes achieved in the previous academic year to support high uptake at GCSE.
- Open a new library provision in school, open before and after school to support students with both their reading and wider work. Encourage its use by any students who may struggle to work at home for a variety of factors.
- Enhance the Student Leadership Teams' role in school, ensuring that it is a
- Beacon of aspiration and seen as a strong force for positive change in the school.
- Engage the community in supporting reading within school.
- Provide additional support to students whose families are from Military backgrounds. Ensure that these students receive appropriate additional academic and pastoral support.
- Develop 'Pride in where we live' through enhanced promotion of British Values.
- Facilitate opportunities for debate and discussion both within lessons and more formal settings.
- Successfully begin the process of bringing rowing to Bedale High School.

BIG 6

Attendance

- Analyse patterns in attendance from 2024/25 and strategically plan to address through rewards.
- Build on the rewards programme offered to students in the **100% Attendance Club**, include more daily and weekly rewards for students to access. Ensure Club prestige remains.
- Develop **Club Point** to reward longer periods of time maintaining attendance.
- Increase the capacity of the Attendance team to respond to day-to-day needs.
- Recognise excellent attendance through recognition events, including the Student Celebration Evening undertaken in the Autumn Term. Ensure that attendance remains a school obsession.
- Begin the attendance legal processes earlier in the school year than has been the case previously. Ensure that students are set clear targets for improvement that reflect the severity of concerns.
- Facilitate enhanced strategic leadership through the deployment of an Assistant Headteacher to lead the day-to-day operations. Incorporate the schools' relentless focus on the most vulnerable to targeting of key groups.
- Treat SA students as a significant safeguarding risk. Deploy all aspects of the Inclusion & Safeguarding Team to support.

Developing Teaching

- Further refine the core lesson expectations of the school (**BHS WAY**).
- Increase the frequency of quality assurance to ensure that non-negotiables are being met consistently in all lessons.
- Provide teachers with high quality personalised feedback and support where they are not consistently meeting the outlined expectations.
- Make more explicit the 'three-part lesson' in all lessons across the school.
- Further enhance the pace and challenge of lessons through 'learning begins in 60 seconds' and a strategy of teaching to the top with scaffolding.
- Provide further support and training on the use of **'Purple Zone'** in lessons, ensuring that it truly meets the expectation of the hardest part of the lesson.
- Ensure that the marking policy is being consistently implemented and is leading to useful feedback being provided to students.
- Ensure that **Green for Growth** activities extend beyond just marking and correcting student work. Support teachers and students in completing meaningful metacognition work.
- Support Teachers to make better use of reading ages in lessons to plan and deliver highly effective lessons.
- Make use of technology in the classroom to support teaching and learning.
- Ensure that all classrooms within the school promote an ethos of ambition and high levels of aspiration.
- Provide extensive CPD to teachers to support and engage PP and SEND students in their learning.