School Development Plan 2025 - 2026

Key Focus Area	Key Result	Actions	Named Lead
1. Boost student attendance to be at least 1% above National Average.	Attendance 1% above National Average	1.1 Increase the number of home visits by using a package called A Star attendance	**Mrs Kilroy, Mrs Guest and Ms Campbell-Williams**
		1.2 Launch Attendance Hero mentoring - students mentor other other students during form time	
		1.3 Link with Attendance hub school - to help share excellent attendance practice	
		1.4 Introduce a Parent attendance focus group - Parents to work with other Parents to find out what the barriers are.	
		1.5 Develop Personal Development curriculum in Autumn 1 so that there is a strong Attendance focus.	
		1.6 Embed the attendance rewards programme - Links with PD and whole school rewards.	
		1.7 Ensure effective monitoring of attendance strategies is in place - first day absence calling, form tutor conversations, half termly letters discussed etc	
		1.8 Accountability meetings to take place with Attendance leads and Year Coordinators each half term	
		1.9 Form Tutors to be given weekly attendance update to enable effective conversations to take place with Persistent/Severe absentees to take place. Targetting students at risk of Persistent Absences.	
		1.10 Fines to be consistently implemented to families taking holidays during term time	
		1.11 Targeted support for Severe Absence and Persistent Absence student via the Inclsuion Hub	
		1.12 Extra-curricular timetable with additional opportunities for students to engage within school.	
		1.13 Use action plan from bronze Award to achieve Silver Inclusive Attendance Award	
		1.14 Further develop a sense of belonging within the school, through whole school events, community activities, student leadership and opportunities.	
		1.15 Launch an initiative to encourage students to attend extra-curricular clubs	
		1.16 Transfer all students attendance data to sessions and not percentages for staff, students and parents/carers	
2. To improve outcomes to be above National Average by implementing a robust instructional coaching model.	Attainment 8: 45.5 Basics 5+: 45% Basics 4+: 65%	1.1 SLT links to monitor how effective the 'subject development hour' is being used and report to SLT every two weeks - standing item on SLT agenda. All SLT links and coaches to be familiar with StepLab	**Mrs Curtis, Mrs Bains and Mr Malik**
		1.2 KCU and HBA to evaluate the coaching model and present to SLT every term	
		1.3 Coaching resources to be shared with all staff and updated on a regular basis.	
		1.4 Whole school issues to be identified and addressed through staff training sessions	
		1.5 Library of examplar video models to be available to all staff showcasing best practice	
		1.6 Quality assuring of coaching conversations to be undertaken by KCU/HBA - video examplars of best practice to be made available to all staff	
		1.7 Quality Assure coaching sessions to support development of coaches throughout the academic year.	
		1.8 Design coaching development to address concerns and development needs raised from Quality Assurance process and coaching evaluation by SLT.	
		1.9 Set up a system where IPads can be used with the Steplab app to video coachees in lesson that can be watched and discussed with coach during coaching time.	
		1.10 Develop deliberate practice curriculum to enable whole staff to embed good practice across the academy	
		1.11 All SLT links and coaches to be familiar with StepLab. Initial coaching development delivered to all coaches during the first week of the academic year.	
		1.11b Standing agenda item at SLT discussion around data anaylsis from Steplab	
		1.12 Data used to shape Year 11 academic form.	
		1.13 weekly montioring of steplab data to ensure the coaching timetable is being implemented	
		1.14 Prepare a study module plan for coaches to work through the modules on steplab	

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		1.15 Devise a clear plan of action for year 11 using going for gold meetings.	
		1.16 Structure form classes to ensure that students are supported academically in year 11.	
		1.17 Shape the year 11 PD curriculum to host a number of exam based sessions.	
		1.18 Work closely with HOD to ensure the curriculum staffing will impact high quality teaching and learning in year 11.	
		1.19 Use Year 11 data effectively to shape the most impactful intervention.	
3. Further develop reading so that 90% of students read above the minimum Standardised Age Score (SAS) score of 88	90% of students at 88 and above SAS Scores	1.1 Students to take NGRT test seriously - Reading test results given to students in GCSE results style (in the hall)	Mrs Curtis, Mrs Rowles and Ms Evitts
		1.2. Evaluate effectiveness of Reading Plus - analyse progress of students from 2024-25 academic year. Possibly use Sparx Reader.	
		1.3. Undertake review of current reading habits of students and encourage greater participation in reading for pleasure	
		1.4. LSPs to include all NGRT and SAS scores. To also include what literacy related interventions they are doing. This will make staff aware.	
		1.5 Dedicated Teaching Assistant (Tracey) running literacy interventions	
		1.6 Promote the use of accessible formats (e.g. coloured overlays, larger fonts, simplified texts)	
		1.7 Build links with a private dyslexia assessor who can work in-house at a reduced rate.	
		1.8 Provide assistive technology to those who qualify: Reader Pens.	
		1.9 Teaching Assistants to use knowledge organisers with students during precision teaching sessions to review Tier 1, 2, and 3 vocabulary linked to student's upcoming lessons	
		2 Teaching Assistants s to include a short reading task during mentoring	
		2.1 Monitor use of vocabulary unlock and word walls within lessons	
		2.2 Create a What We Do for CORE Hello referrals. Liaise with EP/ LM regarding cohorts and students returning to school	
		2.3 Liaise with FKH regarding assessment for CORE Hello suitability	
		2.4 Ensure students returning from CORE Hello have access to language dictionaries when the return to school	
		2.5 Roll out the Step Up programme to follow on from Fresh Start	
		2.6 Use the Lexia programme more effectively including monitoring, particulalry with our lowest readers in KS4	
		2.7 Liaise with MKH regarding the use of Sparx English at KS4 as only KS3 accesses Reading Plus	
		2.8 Literacy/ reading Deliberate Practice to be calendared, planned and delivered	
4.Foster a culture in which students are guided by intrinsic motivation rather than mere compliance.	Suspension reduction by 50% Positive to negative ratio of 99% positive to 1% negative. 0% Permanent Exclusions	1.1 Establish a Student Behaviour Leadership group so that students take ownership on behaviour.	Mr Stephens, Mr Daley and Mr Ali
		1.2 Review the Behaviour Rewards policy to ensure that students are self-motivated by it	
		1.3 Train City Year staff to enable them to succesfuly fulfil required responsibilities	
		1.4 Work alongside attendance team to reward students for improved attendance	
		1.5 Predict hot spot TT classes and strategically place YGC's in rooms	
		1.6 Enure students with a high nehgative behaviour ratio have the correct targetted mentoring	
		1.7 Ensure the root cause of reflection allocation is tackled eg. low readng age	
		1.8 Monitor closely the progress of all students on Alternative Provision/Off Site Direction.	
		1.9 Register to Parent Teacher Association to provide a platform to engage with school	
		2.0 Collaboraite with HOD's around repeat offenders in specific subjects	
		2.1 Increase the engagement and usage of parents and students on Class Charts	
		2.2 Structure a clear 'Work from Home' strategy for students absent from school	
		2.3 Blended learning for students on AP between Arena and external provision	
		Introduce 'Red Line - Immaculate Uniform Only' policy on Arena entrance	
		Implement a student behaviour mentor programme between older > younger year groups	
		Use student survey results to evidence intrinsic motivation across students.	

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5. Year 7, 8 and 9 outcomes to be at least 85% secure or above	A minimum of 85% of Year 7, 8 and 9 students to be at Secure / Extending at PC2 in 2026.	5.1 Implement Progress Check 1 and Progress Check 2 accountability meetings with HoDs following each data collection point for years 7, 8 and 9.	**Mr Malik and Mr Turner**
		5.2 A full analysis of the outcomes from the academic year 2024/25 is shared with staff. Outcomes mapped against KS2 data	
		5.3 Using KS2 data identify which EN/MA/SC sets students are placed in. Identify high ability students who are in the lower sets and identify reasons for this	
		5.4 Ensure effective use of City Year staff tutoring underperforming students to close knowledge gaps.	
		5.5 Ensure that all staff are aware of who the Pupil Premium students are, and identify any barriers to learning they may have (similar to SEND students)	
		5.6 Ensure all staff are confident in their assessment judgements and their is consistency within subjects.	
		5.7 Ensure HoY are engaging with data (attendance, behaiour, reading, numeracy, progress) and implementing appropriate interventions, as evidenced in the YTIP.	
		5.8 Complete assessment calendar and share with staff.	
		5.9 Ensure staff are informed in good time of assessment requirements and hold staff to account if deadlines are not met.	
		5.10 Ensure all subjects are utilising knowledge organsiers effectively and students engage with them.	
		5.11 Identify weakest readers in each year group and implement interventions.	
		5.12 Ensure HoY are engaging with data (attendance, behaiour, reading, numeracy, progress) and implementing appropriate interventions, as evidenced in the YTIP.	
		5.13 Ensure assessments are robust and clearly assess the each of the end points from the curriculum.	
		5.14 Teachers to report any issues with students handwriting - writing workshops to take place.	
		5.15 Produce Power Bi database whereby current student data can be accessed by HoY.	
		5.16 Academic Mentoring for PP students	
		5.17 Pencil case and stationary provided for all Year 7 students.	