SDP Executive Summary 2023-2024 and beyond   [S3] Last reviewed April 2023

Goal 1: Review, develop and resource a curriculum which offers excellent Quality of Education to all pupils	
1A:	**Curriculum Intent & Implementation**
QE1.1 *PLN; UTL*	Review and further refine curriculum vision and structure to provide excellent Quality of Education: • going beyond the ambition of the National Curriculum • extending enrichment • further extending ambition and range of curriculum e.g. sustaining high entry to Ebac; consideration of increasing the number of examination subjects at KS4 by one; expansion of Triple Science
QE1.2 *IME*	Further develop resources and opportunities for students to continue learning in the event of a short notice or emergency school closure.
QE1.3 *PLN; UTL*	Maximise the impact of the Quality of Education SIGs
QE1.4 *UTL; SNN*	Refine curriculum so that it fulfils the vision of the Representative Curriculum (Included, Respected, United)
QE1.5	Revise existing and create new programmes of learning which: • consider previous learning at KS2 and also prepare pupils for the demands of the KS4 curriculum and beyond • build on our own curriculum reviews and evaluations • achieve our vision of a high-quality broad and balanced curriculum for all • close the gaps between pupils' achievement and foster aspiration for all
QE1.6 *SCS; UTL*	Extend relevant CPD to deepen knowledge and ability to: • Thoughtfully apply relevant educational research to classroom practice • Strengthen adaptive teaching
QE1.7 SCS; UTL	Pilot the new assessment policy including developing faculty guidance and making assessment more transparent to pupils / parents and carers

1B:	Curriculum Impact (Outcomes)
QE1.8 *IME*	Continue the trend of improvement in attainment and progress so that: • Attainment 8 is in line with the national average and Progress 8 exceeds the national average • Progress in all subjects is above the national average • Attainment in Mathematics and English is in line with the national average • Ebac Average Points Score is at least in line with national average
QE1.9 IME; EDS	Further develop our interventions at KS3 and KS4 to improve outcomes, close gaps and accelerate progress e.g. SEND support; tuition; booster programmes for pupils negatively impacted by COVID19 closures, school leaders, school exams
QE1.10 IME OBS	Continue to refine and develop the Own Your Learning strategy including: • Maximising learning time • Refine structure of OYL set by subject teams • OYL initiatives in school e.g. OYL lesson; use of Seneca Learning; OYL champions; My Learning Journey; peer tutoring • Parental support with OYL e.g parents' evenings and information events.
QE1.11 *JIH*	Continue to develop our overall reading strategy to improve reading skills ensuring that all pupils read regularly and that, if necessary, pupils close the gap between their Reading Age and their chronological age
QE1.12 *NWS*	Review and refine data collection to ensure that information collected is both accurate and useful with regard to effective tracking of pupils, clear communication with parents and staff workload

	Goal 2: Further all-round personal development and wellbeing of pupils
PD2.1 *SBE;* *SNN*	Foster the personal development of pupils through: • developing the Gladesmore ethos and REACH values • enabling pupils to access a range of extra-curricular opportunities • providing a safe space for pupils to develop a strong sense of self • cultivating an inclusive and respectful community which values and accepts everyone equally
PD 2.2 *PLN*	Further develop the work of the Careers and Pathways team so that we: • improve comprehensiveness of pupil destinations data post-16 • build on careers IAG to meet the Gatsby Benchmarks including further refinement of guidance for KS4 and Post-16 pathways • develop our partnerships e.g. SpringBoard
PD2.3 *SCS; LNH*	Continue to develop the PSHE and Citizenship curriculum as a core element of our personal development strategy
PD2.4 *SBE*	Further improve KS2 transition including partnership with SHS, Saturday and Holiday schools, and Stepping Stones

Goal 3: Further improve behaviour and attitudes of pupils	
BA3.1 *ERD; JWS; DPR*	Implement strategies to achieve: • attendance above the national average • unauthorised absence below 1% • high levels of punctuality • high levels of participation in remote learning as arranged
BA3.2 *SBE; SNN*	Deepen commitment to our ethos and REACH values as a means to improve behaviour and attitudes
BA3.3 *ERD; JWS; DPR; PLN*	Raise expectations and reinforce procedures to support excellent behaviour for learning: • build on the work of the Behaviour Improvement Group (BIG) and the Behaviour SIGs • refine strategies for monitoring and improving pupil commitment
BA3.4 *NWS*	Strengthen parental involvement to maximise support for learning

Goal 4: Prioritise effective safeguarding of pupils at all times	
SG4.1 *PJS*	Maintain culture of safeguarding to ensure that safeguarding is always effective so that: • staff are all aware of and confident to report safeguarding issues • staff are all fully up-to-date with best practice • training needs are swiftly identified and met
SG4.2 *PJS*	GCS continues to be a place where bullying, child-on-child abuse and discrimination are not tolerated (aspects include: assemblies, events, PSHE curriculum, swift and effective action on the rare occasions where events do occur)
SG4.3 *AAE; ERD; PJS*	Ensure pupils are always able to access appropriate support which improves their safety and wellbeing including improving lunchtime provision
SG4.4 *AAE*	Ensure health and safety of school and site including: • systematic review and update of the Covid-19 Risk Assessment • checks and procedures to ensure compliance with health and safety legislation e.g. emergency evacuations; First Aiders

Goal 5: Improve effectiveness of leadership and management	
LM5.1 *GOR*	Improve the co-ordination of school improvement initiatives (SIG Groups; effective use of meetings; refinement of communication)
LM5.2 *GOR; SCS; VAS*	Ensure staff appraisal, CPD and associated support effectively furthers school improvement
LM5.3 *AAE; GOR; NWS*	Ensure that school organisation, policies and practices prioritise staff wellbeing
LM5.4 *DPR; GOR*	Systematise and develop our use of stakeholder voice to improve school effectiveness through: - refining mechanisms for seeking feedback from parents and staff - developing the role of the Pupil Wellbeing Group and the School Council - working with other stakeholders and other professionals to audit and improve our practice
LM5.5 *GOR; JIH; PLN*	Continue effective work with our community, teacher training providers, other schools, Moody's Corporation, other sponsors and international partners to achieve the school goals
LM5.6 *GOR*	Ensure computer technology facilitates effective learning, teaching and school organisation with a focus on remote learning.
LM5.7 *GOR*	Deepen governors' knowledge to support the achievement of school goals
LM5.8 *GOR*	Sustain partnership with Crowland Primary School to benefit all pupils in both schools
LM5.9 *GOR; SBE*	Secure additional funds to achieve school goals through: - leadership and management of the design-and-build programme to provide more and improved accommodation - actively seeking out new sources of funding