

School Development Plan: Overview

Kettlethorpe HIGH SCHOOL

Academic Year 24-25

| Linked SLT Plan Number | Title |
|------------------------|------------------------------------|
| LP1 | Attendance |
| LP2 | Behaviour, Attitudes and Inclusion |
| LP3 | Curriculum, Teaching and Learning |

Progress check data collection dates:

| Year | Progress 1 | Full Report |
|------|--|--------------------|
| 7 | w/c 07/10/2024 | W/c/ 28/04/2025 |
| 8 | w/c 20/01/2025 | w/c 02/06/2025 |
| 9 | W/c/ 18/11/2024 | w/c 12/05/2025 |
| 10 | W/c/ 27/01/2025 | W/c/ 07/07/2025 |
| 11 | w/c 30/09/2024 w/c 13/01/2025 | w/c 17/03/2025 |

| Priority | Actions | SLT Lead | Linked plans and staffing | Success Criteria/Milestones | Monitoring and Evaluation |
|--|---|----------|---------------------------|--|---------------------------|
| 1 QUALITY OF EDUCATION – CURRENT GRADE 2+ | | | | | |
| 1.1 Review the school's curriculum offer so that all pupils, including disadvantaged pupils and those with SEND, have the best possible opportunities to achieve and succeed. | 1.1a Research, investigate and introduce accredited courses/specifications (KS4) and programmes of study (KS3) that fully meet the needs of particular groups of pupils (e.g., 'high tariff' pupils, pupils from SEND/disadvantaged/high needs, etc) | MMU | LP2 | The school offers an excellent range of courses and programmes, leading to higher achievement and greater success for target pupils. | |
| | 1.1b Review and refine the main KS4 offer to ensure that pupils can access the options that will best support their engagement, achievement and success. <i>(Example points for consideration: MFL (e.g., possible introduction of Urdu, removal of compulsory MFL; increase of vocational opportunities; allocation of guided learning hours).</i> | CHA | LP3 | The range of subjects on offer, together with high quality guidance from staff, ensures that pupils make the best possible choices for options at KS4. There is a notable decrease in disapplication from examinations in option subjects. The allocation of guided learning hours across the curriculum effectively supports achievement in all subjects. | |
| | 1.1c Research a range of curriculum models to allow for maximum flexibility of delivering, particularly in terms of staffing. | CHA | LP3 | Highly effective deployment of staff is a key factor in the school's excellent curriculum offer. | |
| 1.2 Increase the consistency in quality of adaptations made for pupils with SEND across all subject areas. | 1.2a Ensure that all profile information of pupils with SEND is up-to-date and accessible, including details of suitable approaches/strategies for individual pupils. | MMU | LP2 | Excellent classroom practice across the school includes tailored adjustments and adaptations to teaching strategies, resources and bespoke support where appropriate. This results in pupils with SEND making consistently good or better progress across the curriculum. | |
| | 1.2b Organise and deliver 'refresher' training for staff so that all are confident in the planning and implementation of adaptations for pupils with SEND. | | | | |
| | 1.2c Ensure that pupils who spend time in The Inclusion Unit (and associated activities/courses around school) are provided with consistently high quality provision that helps to increase engagement and remove barriers to learning - including literacy & numeracy, life skills and provision to engage and reintegrate high tariff pupils. | MMU | (LP2) | Pupils who access The Hub (and associated provision) benefit from greater engagement and high quality learning through a relevant and varied range of experiences, leading to overall improvements in progress. | |

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|---|---|----------|---------------------------|---|---------------------------|
| 1.3 Develop a whole-school approach to ensuring that pupils who have been absent from lessons are effectively re-integrated and that any gaps in learning are addressed. | <p>1.3a Build and organise a collection of resources in different subject areas so that returning pupils can engage in meaningful learning, either through independent or supported study, before re-joining class groups within lessons. <i>(This can be done through subject staff collaboration, cross-subject group working and the organisation of existing materials including online resources)</i></p> <p>Gather information on curriculum plans to show when new topics/themes are starting (check with teaching staff). Ensure, through supportive discussions, that pupils are well-prepared for re-joining lessons.</p> | FAN | LP3 (LP1) | The support provided in preparing pupils for re-integration into lessons has a positive impact on attendance, reducing absence from school and lesson avoidance for a significant number of pupils. | |

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| BEHAVIOUR AND ATTITUDES – CURRENT GRADE 2+ | | | | | |
| 2.1 Review the school’s approach to promoting the highest possible attendance and implement highly effective strategies based on a strong understanding of the causes of absence. | <p>2.1a Build a holistic understanding of families and pupils with attendance issues and use targeted interventions that have impact.</p> <p>2.2b Build a community of belonging for pupils, including communication with families <i>(Identifying pupils removed from lessons & providing targeted support; reducing the use of AP; reviewing the use of phased timetables; establishing milestones for attendance; establishing systems for identifying pastoral concerns linked to absence).</i></p> | GLI | LP1 | <p>Attendance targets 2024 - 25 Overall: 93% 2024-25 (90% 2023-24)</p> <p>SA (severely absent): 3% 2024-2025 (5% 2023-2024)</p> <p>PA: 20% 2024-25 (24.7% 2023-2024)</p> <p>SEND: 85% 2024-25 (82% 2023-24)</p> <p>Disadvantaged: 85% 2024-25 (82% 2023-2024)</p> | |

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|---|---------|----------|---------------------------|------------------|---------------------------|
| PERSONAL DEVELOPMENT– CURRENT GRADE 2+ | | | | | |

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|--|--|----------|---------------------------|---|---------------------------|
| 3.1 Develop enhanced pupil leadership across the school | 3.1a Continue to embed the Kindness Charter across the school with a focus on enhancing and developing the role of pupil ambassadors. 3.1b Review the roles of Pupil Parliament Representatives and the systems for communication and discussion so that the Parliament is as effective as possible in incorporating pupil voice into decision making about aspects of school life. 3.1c Consider other potential opportunities for developing pupil leadership across the school. | JWR | LP2 | Kindness UK 'Kind School' Accreditation: 2025 As a result of efficient and effective systems in running the school parliament, all pupils feel that they have a voice and that their views will be taken into consideration. Representatives are skilled in gathering the views of their peers, contributing to discussions and providing feedback. Pupils benefit from a range of opportunities to develop leadership skills. | |

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| LEADERSHIP AND MANAGEMENT – CURRENT GRADE 2+ | | | | | |
| 4.1 Fully embed the leadership team's approach to driving ongoing improvement through a sharp focus on ensuring coherence and consistency in all aspects of the school's work. | 4.1a All members of the SLT to implement and monitor actions in linked plans, discussing, reviewing and modifying as necessary. Headteacher to oversee the highly effective implementation of linked plans. | RPA | All LPs | The school's curriculum is ambitious and innovative and meets the needs, interests and aspirations of all pupils, ensuring that all are extremely well-prepared for life after school. Pupils benefit from effective teaching and consistent expectations wherever they are in the school. There are notable improvements in pupils' attendance, both to school and to individual lessons. | |

Priorities for review and monitoring

These are areas of focus from our review of the SDP for 2023-4 which will still be part of the school's work but enter a review and monitoring stage. They have been implemented and will be embedded further in 2024-5. The linked plan is in brackets.

- Continue our work on pupil resilience and independence – embedding the 7 Step Model (EEF) and especially our red and purple zones of learning. (LP3)
- Ensure pupil learning experiences are rich and suitably challenging in all subject and for key groups based on results analysis. (LP3)

- Our literacy plan includes focuses on reading, writing and oracy and our numeracy plan focuses on using common methods across key subjects; both focus on increasing cross curricular working. (LP3)
- Embed our Lesson Avoidance Strategy with a relaunch September 24. (LP2)
- Ensure punctuality to school and lessons by all pupils. (LP2)