



# Executive Summary

## Development Priorities 2023-24

Below are highlights that will form the basis of the school development plan for 2023-24. The priorities are long term goals, and as such the SDP will run over two years with regular reviews to ensure they remain current. Our priorities are organised under our vision to **Enhance, Expand and Extend**, and our ambition to become a **Great** School.

### **Christian Ethos**

#### **Readiness for SIAMS inspection**

Our on-going work in this area will be overseen by SIAMS working party team in partnership with governors and senior leaders. In readiness for inspection this academic year we must ensure the school vision remains theologically rooted in John 10:10 and make explicit a school definition of spirituality and spiritual development.

#### **Embedding chaplaincy provision into the wider pastoral system**

The successful work of the chaplaincy team will be developed to provide greater support for the wider community, including parents and staff.

#### **Collective Worship**

Quality assurance of Collective Worship via pupil voice and drop ins, led by the Chaplain, senior leaders, and governors will ensure we evaluate the extent to which collective worship is inclusive, invitational, and inspiring. (IQ1)

### **Staff Well-being**

Following a staff well-being survey Leaders, staff, governors, and others will work together to consider specific feedback from staff groups.

### **Sustainability & Growth**

The school will continue to work with LB Wandsworth to start the delayed extension of the dining area.

Subject to a successful planning application we have an ambition to add an artificial turf spots pitch to the upper playground. This will improve sports provision and reduce the cost of hiring external pitches.

Reconfiguring the layout of the Bethany Centre to improve the area as a resource for our pupils with EHCPs, create breakout spaces for small groups and improve security and privacy. This year our intention would be to consult with the SEND team, design, and cost.

We will explore and evaluate the most effective Management Information Systems (MIS) that enable staff to work effectively.

## **The Four Greats**

### **Great Curriculum**

- Continued curriculum audit and review – Key Stage 3. Why are specific topics taught? How do these topics fit into the bigger picture? How is learning assessed? Is homework appropriate?
- Broadening the Key Stage 3 curriculum to include more technology – specifically Food teaching.
- Review of Key Stage 5 pathways downward towards Key Stage 4 and upwards to university, apprenticeships, and employment. This is in response to possible changes in vocational education.
- Broaden provision across the curriculum for more able and exceptionally able pupils and students.
- Relationships and Sex Education – a review of delivery and impact

### **Great Learning**

- Quality Assurance – even greater use of pupil voice
- Raising Standards further at Key Stage 5 – accurate assessment, timely and appropriate intervention and increasing the number of A\*/A/B grades.
- Literacy – supporting all to access the curriculum and develop good oracy skills through high quality teaching and targeted intervention.
- Pupil and Student Progress – using hard and soft data within academic review to encourage self-review and reflection.
- Pupil Premium – embed the work of the PP party into Project 30 to ensure improved outcomes (in the widest sense) for PP. High quality teaching and learning, family engagement and attendance to school in line with their peers.
- SEND – continuing to ensure the classroom experience for SEN pupils ensures they can make good progress. The focus this year is on ensuring that teachers are using TAs and the identified individual pupil strategies to ensure there are high levels of engagement and progress.

### **Great Professionalism**

- Supporting the attendance of all pupils back to pre-pandemic levels – particularly PP and SEND. Bringing their attendance in line with their peers.
- Careers Education Information Advice and Guidance (CEIAG) – securely meeting the GATSBY benchmarks and ensuring all pupils have exposure to meaningful work experience opportunities.
- Staff professionalism and development – supporting opportunities for middle leadership development. Addressing the outcomes and most pressing recommendations of the TDT report.

### **Great Partnerships**

- Multi Academy Trust (MAT) conversion and development – in line with SDBE policy.
- Effective parent and carer partnerships – making the most of partnerships so that pupils and students achieve and make progress.
- Grow in pupil numbers and resource towards a sustainable future –Astro turf development/reconfiguration of the Bethany Centre/extension of the refectory.
- Governance – ensure governor skills are matched to the changing and emerging needs of the school, for example, MATs and SIAMs.