

2026-2027

# School Development Plan Key Priorities



HELSBY

High School



Achieving Success  
Valuing Others

# **2026-27 Overarching Priority Areas**

- Disadvantaged Student Outcomes
- Post-16 Student Progress
- Student Attendance

# Inclusion

- Consistently embed high-quality inclusive teaching for PP students, students with SEND and students known or previously known to social care.
- Strengthen the graduated approach and evidence the impact of Inclusion provision.
- Remove barriers by ensuring all staff have access to up-to-date personalised information about PP students, students with SEND and students known or previously known to social care.



## Curriculum & Teaching

- Improve consistency of formative assessment to check for understanding, particularly for disadvantaged, SEND and students known or previously known to social care.
- Improve the quality of students' work and consistency of student reflection on feedback.
- Review curriculum intent and maps across all areas in response to the new National Curriculum and examination specifications, ensuring they highlight foundational knowledge in each subject area and promote equality, diversity and CEAIG.

## Achievement

**With clear priority for PP, SEND, and students known or previously known to social care:**

- Provide CPD for staff to support consistent implementation of the Foundational Knowledge Policy and practice to develop students' reading, writing, oracy and numeracy.
- Ensure summative assessments at all key stages are rigorous, effective to assess students' understanding of the curriculum at all levels and used to inform curriculum adaptations and student interventions.
- Ensure strategic interventions to support students' academic progress are regularly and systematically monitored, evaluated for impact and adapted where necessary to maximise impact.

## Attendance

- Increase school PP attendance across all year groups through a whole-school, whole-staff approach to monitoring, rewarding and intervention.
- Reduce school Persistent Absence across all year groups through pastoral systems and attendance strategies.
- Reduce student absence across all year groups through inclusion-led targeted intervention.



## Behaviour

- Ensure that systems and processes lead to our community challenging discrimination, harassment and victimisation against people with different protected characteristics and satisfactory resolution where needed.
- Use data to evaluate the effectiveness of behaviour systems, identify issues arising in a timely manner and ensure that there is consistent application of behaviour policies.
- Continue to develop the trauma-informed, relational and restorative practices across the school.

## Personal Development & Well-Being

- Evaluate our PD offer and record our 'essential offer' in the PD Map of the year, allowing us to track attendance to the offer and target those who have missed opportunities.
- Embed the use of Absolute Education to track PD engagement and support us to ensure enriching opportunities are enjoyed by all students.
- Develop an inclusive rewards strategy which supports our character profile.

## Post-16 Provision

- Embed our 'High Expectations for All' work (including the introduction of new interim data monitoring), aiming to sustain the excellent student progress seen in 2026.
- Continue to develop an inclusive approach to Sixth Form Teaching and Learning.
- Embed the use of the ISL (Inclusion and Support Level) document so we can remove barriers quickly and can monitor and evaluate the opportunities and experiences which prepare students for their next steps, including further education and employment.



## Leadership & Governance

- Develop cyclic, collaborative and consultative processes where all staff contribute to the school's self-evaluation across all Ofsted areas and use this to inform SDP priorities.
- Identify and act upon colleagues' suggestions to reduce workload and improve aspects of school which they feel are unduly burdensome.
- Embed a staff recognition procedure.

## Safeguarding

- Strengthen the monitoring and evaluation of safeguarding across the school through more effective use of CPOMS data, identifying patterns and emerging concerns, and ensuring governors have clear information to provide appropriate oversight and challenge.
- Strengthen online safeguarding across the school by ensuring filtering and monitoring arrangements are effective, responsibilities and reporting procedures are clear, and staff, students and parents are supported to recognise and respond to emerging online risks.
- Strengthen preventative safeguarding education across the school by ensuring that the curriculum reflects current safeguarding concerns and emerging risks, and that student voice is used effectively to review and improve provision.

## Glossary of Terms

|       |                                                    |
|-------|----------------------------------------------------|
| PP    | Pupil Premium                                      |
| SEND  | Special Educational Needs and Disabilities         |
| CEAIG | Careers Education, Advice and Information Guidance |
| CPD   | Continuing Professional Development                |
| PD    | Personal Development                               |
| SDP   | School Development Plan                            |

# HELSBY

## High School



Achieving Success  
Valuing Others



Helsby High School



[www.helsbyhigh.org.uk](http://www.helsbyhigh.org.uk)