

1-Page Overview of Rosehill's School Development Plan Priorities 2024 – 2025

<p style="text-align: center; margin: 0;"><u>The Quality of Education</u></p> <p style="margin: 0;">1. A school that provides a broad, balanced and engaging curriculum for all. A school where there is a sharp focus on teaching quality, and teachers create an environment that allows the learner to focus on learning. A school where there is equality of opportunity and recognition of diversity, and every learner achieves their potential</p>	<p style="text-align: center; margin: 0;"><u>Behaviour and Attitudes</u></p> <p style="margin: 0;">2. A school which lifts barriers to learning, and creates an environment which promotes high aspirations, positive attitudes to learning, excellent attendance, behaviour and conduct, and emotional wellbeing. Parents are partners in learning</p>	<p style="text-align: center; margin: 0;"><u>Personal Development</u></p> <p style="margin: 0;">3. A school that provides an inclusive learning environment and rich extra-curricular activities. A school which promotes healthy lifestyles, builds character and prepares each learner for future success and adulthood</p>	<p style="text-align: center; margin: 0;"><u>Leadership and Management</u></p> <p style="margin: 0;">4. A school that has a clear and ambitious vision, focusing on high-quality, inclusive education, training and promotion of wellbeing. A school that collaborates with a wide range of agencies and services and grows as a Learning Community</p>
<p>1.1. Ensure that the curriculum in every subject is implemented consistently and effectively; Leaders to provide further pedagogical and curriculum-based training to ensure all staff have the knowledge and skills to deliver the curriculum consistently well (Ofsted improvement area, Oct 2023)**</p> <p>1.2. Develop and promote pupils' learning and progress in Speech, Language and Communication across all key stages**</p> <p>1.3. Ensure the teaching of early reading is implemented consistently and effectively (Ofsted improvement area, Oct 2023)**</p> <p>1.4. Enhance and extend approaches to teaching and learning in Maths*</p> <p>1.5. Refine assessment approaches to ensure that practices are effective and consistent and future plans reflect pupil aspirations*</p> <p>1.6. Ensure that the quality assurance programme for measuring, supporting and developing the quality of teaching and learning in the classroom, remains rigorous**</p>	<p>2.1. Further develop Positive Behaviour Support (PBS) and mental health and wellbeing approaches (EWB) in order to strengthen the expertise of all staff so that the school effectively meets the needs of all groups of pupils (including those who have experienced trauma/high-level complex behaviours) **</p> <p>2.2. Build on the expectations set within the home school agreement and rules/reward systems to further develop the school's positive culture around holding positive attitudes, respect and effort in high regard (Equality Duty)*</p> <p>2.3. Review effectiveness of interventions regularly and plan timetables and support, in order to ensure impact of provision**</p> <p>2.4. Continued development of targeted therapeutic strategies for pupils who have been identified by an Occupational Therapist to have sensory processing needs which interfere with participation in learning and self-help activities**</p> <p>2.5. Continue to drive improvements in attendance and reduce persistent absence, by building on existing initiatives in line with local and national standards and health targets (Equality Duty)**</p>	<p>3.1. Revisit the implementation of Careers Education and multi-agency engagement in transition planning to ensure it is fully embedded within every phase of learning **</p> <p>3.2. Promote health and wellbeing amongst pupils and families, by linking sport and active lifestyles with community-based activities (Equality Duty)**</p> <p>3.3. Engage with innovative projects to inspire children's creative thinking i.e., through the music and arts curriculum**</p> <p>3.4. Promote pupils' involvement in decision making, leadership for learning and raising aspirations (Equality Duty)**</p>	<p>4.1. Review school vision and values to ensure they represent the collective ethos of the children, staff and wider community</p> <p>4.2. Continue to develop the role of Subject Leaders so that they are empowered to lead their subjects and to understand the complexities of curriculum development and innovation**</p> <p>4.3. Strengthen the senior leadership team's newly developed roles by engaging in CPD, training and research to drive forward Ofsted areas for improvement**</p> <p>4.4. Provide a wide range of CPD, research, collaboration and networking opportunities across the school/local SEND workforce to develop professionals' skills and knowledge and improve practice**</p> <p>4.5. Continue to strengthen wellbeing practices and reduce workload (Equality Duty)**</p> <p>4.6. Continue to ensure there is a highly effective Safeguarding culture across the school (Equality Duty)**</p> <p>4.7. Ensure that the Governing Boards contribution to the Leadership and Management of the school is outstanding and post inspection plans are implemented effectively across the year**</p> <p>4.8. Maintain high standards in the Sixth Form*</p> <p>4.9. Maintain high standards in the Early Years*</p>
<p style="text-align: center; margin: 0;"><u>Finance, Administration and Premises</u></p> <p>5. A school which focuses on strategic development of the school estate and has effective long-term financial planning</p>	<p>5.1. Continue to strengthen processes for assessing need and obtaining resources/services which provide "best value" in terms of suitability, efficiency, quality, time and cost**</p> <p>5.2. Review the school environment and equipment in order to further develop on site resources/the schools enabling environment**</p> <p>5.3. Revisit recruitment, retention and succession plans**</p>		

KEY	Emerging - Not on-track:	little evidence of progress/impact	
	Establishing - Partially on-track:	some evidence of progress/impact	
	Embedding - On-track:	Strong evidence of progress/impact	
	Blue*	Denotes research	Purple*

Our 2024/25 SDP, is part of a 4-Year Plan. For further information regarding our Strategic Priorities (Four-Year Vision 2021 – 2025) or progress against each priority area, please contact the Leadership Team. Please note, the SDP has been updated to reflect feedback from Inspectors during our Ofsted Inspection Oct 2023.

