

Coundon Court School

School Development Priorities AY2122



Coundon Court is a distinguished and progressive school whose aim is to ensure that every student embraces “challenge” on their journey towards personal and academic success.

Values

We are committed to preparing our students for their futures, by ensuring they are:

- **Happy and caring**
- **Responsible learners**
- **Aspirational**
- **Showing resilience**
- **Outward facing citizens.**

Our staff build positive relationships with students and we ensure that everyone has personal support, so that each student can fulfil their potential, whilst also aspiring to be the best they can be.

At Coundon Court we have a purposeful learning environment, one that produces well rounded individuals. We expect our students to volunteer; to mentor; and to engage with extra-curricular activities.

We expect our students to be excited, coming to school knowing that they will enjoy each day. We want them to have a thirst for knowledge and be keen to develop their skills and attitudes. We encourage them to ask questions; to be inquisitive; and to be prepared to take their place in the world.

Our Vision for Coundon Court Students

Our strategic priorities at Coundon Court are based around 2 main strands – **Coundon Court Community** and **Curriculum and Learning Excellence**. These underpin our school development priorities.

Coundon Court Community

1. We promote positive relationships and behaviour, and strive for 100% attendance.
2. Students engage with our Co-curricular and Enrichment programmes as part of their wider personal development that supports their wellbeing.
3. Students are proud to be at Coundon Court as shown through participation in our House System and through feedback from Student Voice.
4. Our Community Cohesion projects puts Coundon Court at the heart of our community.

Curriculum and Learning Excellence

1. We have a broad, challenging and purposeful curriculum and we ensure all students have the appropriate support that they need in order that they can access it fully.
2. Our classrooms are efficient and effective learning environments – lessons are responsive and feedback opportunities are used to inform future learning.
3. Staff Professional Development ensures we are experts in our provision and that we research into modern strategies for effective teaching and mentoring.
4. We ensure our learners have the skills and knowledge to progress by providing academic/pastoral interventions and independent information advice and guidance in relation to careers and pathways at 16 and 18 years old.

Curriculum and Teaching Actions and Priorities for AY2122

Further development of literacy and reading focus (Curriculum Intent and Student Access)

1.	All principles for Reading, Writing and Oracy are embedded and evaluated for effectiveness across all subject areas both in the intent and through the schemes of learning.
2.	A whole school literacy strategy ensures that students read with fluency and comprehension is addressed in all subject areas. Literacy and reading parameters are set for each subject area to address within their schemes of learning. This is in addition to our calendared NGRT testing that informs personalised intervention.
3.	Precision teaching to be used in order to ensure that phonics knowledge is shared with staff and students are taught about the processes of learning to read. Curriculum Access Implementation Teams are used in order to disseminate the knowledge to all staff (teachers, progress managers and support staff as a whole school approach).

Further development of Responsive teaching and Subject/Faculty CPD (Curriculum implementation and responsive teaching)

4.	Implementation teams are to be set up in order to ensure stakeholders within departments take ownership for a whole school initiative that can be driven within departments in a subject specific way. This will ensure collaborative working routines within departments and across the school; it will also give teams the chance to steer their own subject knowledge development and review the needs of their curriculum, intent and schemes of learning in a responsive way. The creation of implementation teams will support ownership of subject knowledge and teaching and learning within subject areas. Learning Team leaders can work with staff who are teaching outside of their main area of expertise in order to quality assure their lesson delivery and subject knowledge. Implementation teams to determine how to use resources effectively and how to create effective classroom environments for their subject area.
5.	Consistent Remote Education approaches is evident across all subject areas: showing how they will use remote education in an integrated way opposed to just simply resetting of work. Learning Team leaders have ownership of how they can make use of remote education in their subject area and add this into their long term planning.
6.	After a further evaluation and review of the curriculum intents has been completed, schemes of learning will be reviewed in order to ensure that the students are receiving the appropriate level of challenge in lessons. Subject areas should be consistent in their delivery of core skills through the use of Responsive and Instructional Teaching in order to ensure that all students are taught skills in the same systematic way.

Assessment of knowledge and skills – Quality Assurance and Learning Team Review (impact of our curriculum; assessment and feedback)

7.	The whole school feedback policy to respond to ever-changing need of the school and reflect the changes instigated by the whole school classroom monitor assessment tool – used to inform teaching and learning. Classroom monitor programme used to review how content should be delivered, interleaved and spaced. Learning Team leaders to complete a provision map of core skills in order to determine where and when students should be developing a particular skill or revisiting a piece of content. Subject areas to determine personalised subject feedback policy.
8.	Continue with Learning Team Review, Quality Assurance and a review of feedback and marking expectations to ensure work is challenged for presentation, marked as per the faculty policy and reflects the development of skills and knowledge as outlined in curriculum plans.

SEN to support access to traditional curriculum and beyond to ensure development of skill and knowledge

9.	The SEN team to work more collaboratively across the school in order to ensure that the needs of all students are met and promote the necessary skills needed for Quality First teaching. Outside agencies and external professionals will be further utilised in order to ensure expertise is shared across the school and with all teaching staff.
10.	The provision in place needs to be reviewed in order to ensure that students with SEN have access to Work Related Learning where necessary as well as appropriate courses for ESOL, functional skills, life skills and employability as well as the traditional curriculum, to improve their ability to access the next stage of their education.
11.	Curriculum adaptations to be implemented in order to ensure that students have access to an appropriate curriculum to match their needs: life skills, ESOL and employability skills will need to be in place effectively in order to ensure that students can gain access to lessons that will provide them with the opportunities needed in the future.

Promoting Positive Behaviour and Personal Development Priorities for AY2122

12.	A whole school enrichment programme needs to be reintroduced that actively encourages the participation of all students – including our disadvantaged students. This is to include a Co-Curricular programme for all year 7 students. Student attendance to be monitored. The success of the PIXL Edge programme needs to continue and support the activities completed across the school’s enrichment and extra-curricular programmes.
13.	House Councils, with subsequent student leadership opportunities and activities, to be planned for and involve students across all year groups. Enhance student support and well-being through the “Think before you speak agenda”. Whole school debating needs to be re-introduced and to build upon the programme from AY19-20. The new house system will facilitate the programme. Re-launch the anti-bullying agenda and include the “Essential 8”. The Anti Bullying programme to be re-launched and reflect the key reflection points from both the parent and student surveys from AY2021. Students to be further educated about how they can how they can support their peers.
14.	Mental Health and Well-Being support for staff and students to coherently address the relevant needs of our community. Parent/students’ voice have highlighted the need for ongoing support to continue.
15.	Further enhance the quality of Personal Development Curriculum to reflect student voice, current and relevant issues. Student voice opportunities created to gauge student views particularly around the importance of healthy relationships. Complete an additional audit of SMSC and Fundamental British Values against the 4 strands in the Personal Development and whole school curriculum. Develop a clear programme around protected characteristics from year 7. This will need to reflect the Equality Act and key updates from

KCSIE 2021. Students will need to be educated on the importance of self-regulation, and appropriate behaviour towards others. Students are educated on how to be safe. The school continues to be a safe environment and issues are dealt with appropriately. Students will be educated around key areas from Keeping Children Safe in Education and surveys completed regularly to gauge stakeholder opinion.
16. The Community Cohesion strategy needs a re-evaluation and build upon the progress of last year. The Community Partnership Group needs launching with key priorities addressed for the year. Create a half termly working group for both staff and students focussing on “diversity”.
17. Further embed the whole school careers programme that reflects our Year 7-13 career map. This reflects the Gatsby benchmarks and the Baker’s Clause. Clear opportunities for Citizenship awareness needs to be planned and signposted.
18. Attendance Policy needs to be enforced now that students are back in school and strategies to support parental engagement to be reintroduced. These may include assemblies, tutor time for students, parents’ letters and parents’ evenings. Excellent standards in punctuality must be expected and planned for. This will be in the morning and across the school day. The monitoring of disadvantaged students is a priority.
19. Staff actively pursue positive relationships with students by fully adopting the “Thrive” approach - Support students’ return to school with an unrelenting approach to positivity. The Basic 3 and the Essential 8 reviewed and aligned with the Thrive approach for staff. Rewards will be utilised to engage students. Students to take pride in their work, achievements and staff expectations remain high. This will be quality assured through reviews and student voice.
20. Alternative approaches to engage students to ensure they meet are high expectations to be part of our provision: including the introduction of the reflection room to allow a change in behaviour and the use of the Coundon Learning Centre. Parent and Student meetings and restorative conversations with staff to ensure support in modifying behaviours.

Leadership and Management Priorities for AY2021 and AY2122

21. Ensure staff and student well-being is strategically planned for and delivered and ensure support strategies are in place for new staff induction and those who are newly appointed to new roles.
22. Commitment to upskill and model professional growth for our staff and students.
23. Continue to develop positive/proactive relations with parents and the community across the board and develop strategies to be a more outward facing school.
24. Further engage with schools across the City to secure clear working partnerships and opportunities for our students and professional growth for our staff.
25. Ensure effective lines of communication are enhanced between the Interim Head teachers and School Governors to ensure increased engagement based on areas of governor specialism to ensure appropriate professional challenge.
26. Continue to ensure that the school meets the statutory requirements for all elements of safeguarding.
27. Ensure an effective and efficient budget is planned for financial stability as the school expands and as the site is redeveloped over the next 3-4 years.
28. Continue to develop our Middle Leaders to embed and share good practice, in relation to the Quality of Education, within and across subject areas to ensure a consistent and high quality provision