# Coundon Court School Development Plan: 3 Year Priorities

| Coundon Court Statements of Intent |
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| Our 11 Statements of Intent underpin everything we do at Coundon Court. They challenge our students and staff to be the best that they can be. They are the foundations of our three year priorities; we are currently in our second year of this journey. We are constantly reviewing our provision and are dynamic, reflective and responsive to all of our students' need. We have an outstanding body of staff who are committed Coundon Colleagues. We all feel the same collective responsibility in preparing every student to become an outward facing citizen who contributes positively to society. |
| 1. The Coundon Court curriculum is broad, balanced and challenging for all. |
| 2. Curriculum plans expertly sequence student learning. |
| 3. Structured, timely and purposeful intervention secures full curriculum access. |
| 4. Sustained reading, oracy and writing in all subject activity. |
| 5. All students exceed expected progress within each delivery phase. |
| 6. Leadership at all levels is courageous. |
| 7. Commitment to personal and professional growth. |
| 8. Students are set and achieve high standards for behaviour and work. |
| 9. The Tutor ensures no student is left behind. |
| 10. The Personal Development Programme is wide and responsive. |
| 11. Enrichment and reward opportunities are extensive. |

## Quality of Education

| Statement of Intent | |
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| The Coundon Court Curriculum is broad, balanced and challenging for all | Q1: Curriculum intent and implementation/delivery (rationales, long term plans, knowledge organisers, assessment and intervention plans) reflect our new 5-7-year journey across all subject areas. This includes justification of Year 9 to ensure KS3 principles have been met. |
| Curriculum plans expertly sequence student learning | Q2: A reflective and evidenced based approach (responsive teaching agenda) is used to inform our curriculum. |
| Commitment to personal and professional growth | Q3: Line Management and Professional growth/CPD allows development of professional habits, curriculum, pedagogy and our THRIVE approach to build positive relationships. |
| Structured, timely and purposeful intervention secures full curriculum access | Q4: Purposeful data reviews are used to inform interventions at a class and whole-school level. |
| All students exceed expected progress within each delivery phase | Q5: Review the purpose of Alternative In-School Provision to ensure progress is made for key students with wider pastoral concerns/needs to ensure curriculum access. |
| Sustained reading, oracy and writing in all subject activity | Q6: Enhance expectations across subjects that will ensure opportunities for reading, oracy and extended writing are developed. |

## Behaviour and Attitudes

| Statement of Intent | |
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| Students are set and achieve high standards for behaviour and work | B1: Implement a Behaviour Change Strategy (BCS) with relevant policies. |
| | B2: Embed the whole-school "Thrive" approach and referral process |
| | B4: Ensure the Phase rationale supports all student progress. A clear hierarchical approach to managing poor behaviours is in place for the highest tariff students. Proactive duties and association times promote positive behaviour (Phase 3 students as positive role models). |
| | B5: Further embed the House Councils, Anti-bullying Ambassadors and Student Leadership/Voice opportunities for all. This needs to include student mentors from Phase 3. |
| | B6: Ensure whole-school attendance remains a priority and has a specific focus on parental engagement. |
| | B7: Reduce FTEs by looking at enhanced provision under the CLC rationale and internal exclusion provision. |
| | B8: Continue to improve student attitudes towards their learning. |

# Personal Development

| Statement of Intent | | |
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| The Personal Development Programme is wide and responsive. | | P1: Statutory regulations for Relationships and Sex Education (RSE), Physical Health and Mental Wellbeing Education (PHMW), Citizenship Education are being delivered. |
| | | P2: CEAIG is embedded within each phase to raise aspiration for all. |
| The tutor ensures no student is left behind. | Enrichment and Reward opportunities are extensive. | P3: Every student has an effective Tutor to advocate and support positive relationships with a robust 5-7-year Tutor and Assembly Programme. |
| | | P4: A full and mandatory enrichment roadmap needs to be developed with full access to all students. |
| | | P5: Rewards delivery needs to be by phase to meet the specific demands of cohort need and to support the management of positive behavior. |

# Leadership and Management

| Statement of Intent | |
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| Leadership at all levels is courageous | L1: Ensure staff and student well-being is strategically planned for and delivered |
| | L2: Ensure support strategies are in place for new staff induction and those who are newly appointed to new roles |
| | L3: Develop a leadership CPD program to upskill and model professional growth |
| | L4: Develop positive/proactive relations with parents and the community across the board and develop strategies to be a more outward facing school |
| | L5: Further engage with the Lion Alliance and Collaboration C agenda to secure clear working partnerships and opportunities for professional growth. |
| | L6: Ensure effective lines of communication are enhanced between the Interim Head teachers and School Governors |
| | L7: Continue to ensure that the school meets the statutory requirements for all elements of safeguarding |
| | L8: Ensure an effective and efficient budget is planned for financial stability and capital invests reflects appropriate need (priorities to include Site and IT infrastructure) |
| | L9: 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. |