

<b>School Priority 1: Transforming Learning</b> <i>(Exceptional Inclusion &amp; Innovation)</i>	<b>School Priority 2: Securing Excellence</b> <i>(Exceptional Expectations &amp; Outcomes)</i>	<b>School Priority 3: Maximising Impact</b> <i>(Exceptional Leadership &amp; Collaboration)</i>
<p>1. Teachers will use teaching and learning strategies including modelling, scaffolding, questioning and expert explanation to ensure students understand more in their learning experiences.</p>	<p>1. Students and parents understand the need for ready respectful and safe behaviour and a tiered system to respond to poor behaviour choices is in place.</p>	<p>1. Students will fully understand and embrace the ethos, values and culture of the school demonstrating empathy, respect and kindness alongside a desire to achieve their personal best.</p>
<p>2. Teaching will be consistently challenging and well-paced to ensure progress and promote strong outcomes and achievement.</p>	<p>2. Reasonable adjustments and bespoke alternative plans are in place to support students who struggle to meet mainstream behaviour expectations and impact on the whole school community is minimised.</p>	<p>2. QA systems will be used to further improve the quality of education, secure improved KS4 outcomes and to identify strengths and areas for further development.</p>
<p>3. A culture of reading and clear approaches to disciplinary literacy including reading, writing and vocabulary development will be embedded in curriculum planning across all subjects.</p>	<p>3. Students and parents understand the need for good school attendance and a clearly understood system is in place to address attendance concerns.</p>	<p>3. Highly effective CPD, including Appraisal IQs and leadership programmes are in place to support and motivate staff to deliver improvements in teaching and learning and outcomes for students.</p>
<p>4. Quality first teaching underpinned by a range of assessment strategies will result in responsive and adaptive teaching to meet the needs of all. Learning plans for those with additional needs will be formulated through SEND target setting.</p>	<p>4. Reasonable adjustments and bespoke alternative plans are in place to support students struggling to access full time mainstream due to SEMH or physical health issues.</p>	<p>4. An intervention dashboard will track, monitor and assess the impact of interventions such as Beyond Nidderdale, NiddVenture, academic (Maths and English) and pastoral.</p>
<p>5. A culture of effective study will be built through review of homework, the specific teaching of effective study techniques and knowledge retention.</p>	<p>5. All teaching and support staff understand and contribute to the 'weakest 20% readers' plan to ensure that these students do not find reading a barrier to curriculum access.</p>	<p>5. A review of roles and responsibilities at all levels of leadership will allow all staff to make a significant contribution to the development of the school and, if appropriate, to the development of the Trust.</p>