



School Development Planning 2026-2030

Working together to achieve academic excellence and personal potential

KEY PRIORITIES 2026-2027

Priority 1: Safeguarding

1. Continue to uphold the highest expectations of safeguarding as everyone's responsibility, with high quality training and frequent updates for staff

Priority 2: Inclusion

1. Review and develop the physical and personnel infrastructure around inclusion, SEND and vulnerable groups to ensure students' needs are met efficiently and effectively
2. Continue to develop the skills and knowledge of teaching staff to enable them to increasingly identify students with possible SEND (or those with other additional needs) in order for the school to respond and adapt the provision
3. Further develop the school's approach to inclusive and responsive teaching and learning, prioritising wholly inclusive planning and delivery of lessons, alongside the consistent application of in-class strategies, interventions and approaches for students who are disadvantaged, vulnerable and students with SEND
4. Continue to review, monitor and evaluate the inclusive teaching and learning, strategies/interventions and progress of most disadvantaged, vulnerable and students with SEND to ensure they make strong progress

Priority 3: Curriculum and Teaching

1. Launch and embed the new teaching and learning framework, which is clearly communicated and understood by staff and students, so that staff can confidently and consistently apply the framework, and students know their role in their learning, raising the standard of teaching and learning across the school
2. Design and launch a revised assessment and feedback strategy to further improve the quality of teacher marking and student responses to feedback. As a result, misconceptions are addressed and gaps closed quickly, which raises student achievement
3. Update and launch the whole school CPD and support programme to further develop the quality of teaching, leadership and student support, including the application of the new teaching and learning framework and key school teaching and learning pedagogical priorities, in order to improve outcomes and students' experience
4. Continue to review curriculum changes, ensuring subject plans reflect these and prepare students for external examinations
5. Report information is reviewed and updated to ensure that information sent home is clear and easy to understand

Priority 4: Achievement

1. GCSE attainment is grade 6 or higher for all students
2. A Level attainment is grade C and above for all students
3. Students in Key Stage 3 make good progress against their target bands and are Key Stage 4 ready at the end of Year 8
4. Students in vulnerable groups (such as SEND/PP/New Entrants) achieve highly, and at least in line with their peers/prior attainment indicators

Priority 5: Attendance and Behaviour

1. Behaviour Re-focus behaviour using our values, and increasing our awareness and recognition of positive behaviours
2. Behaviour Re-shape our response to poor behaviour choices at the lowest and highest levels
3. Behaviour Improve punctuality across the school
4. Attendance Continue to work on reducing the number of families going abroad and also the less resilient
5. Attendance (internal) Improve lesson attendance (e.g. those sitting out of lessons, those leaving lessons)

Priority 6: Personal Development and Wellbeing

1. Further develop systems to track, monitor and encourage the participation of all students, particularly disadvantaged students and those with SEND, in extra-curricular activities to ensure equitable access and opportunities
2. Develop and embed a values-led culture that promotes character, belonging, personal development and excellence across the school community

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3. Develop and embed a coherent Personal Development curriculum that brings together PSHE, careers education, character development, wellbeing, citizenship and the school's values into a progressive programme that prepares students for life beyond school
4. Embed careers education throughout the curriculum and ensure all students engage with careers learning, employer encounters and workplace experiences through a structured programme aligned to Gatsby Benchmarks 4–6
5. Develop and embed a whole-school wellbeing programme that promotes positive mental health, for students and staff

Priority 7: Sixth Form

1. Further develop methods of monitoring students' attainment and progress in order to reduce the number of grades at D and below to maximise student achievement and improve A Level VA (No D Strategy)
2. Increase numbers of A-A* grades (Aim for A/A* Strategy).
3. Continue to promote the value of A Levels in order to ensure we remain the first-choice school for students (transition program with leadership team)
4. Further develop systems to further track and improve attendance and punctuality of Sixth Form students

Priority 8: Leadership and Governance

1. Design and introduce a new leadership framework and monitoring and evaluation framework for all school leaders, clearly communicating a shared vision of leadership, with high expectations and aspirations in order to drive forward school improvement
2. Implement a revised governance structure for DGGS, in order to further strengthen challenge and support for school leaders, as highlighted by Ofsted in March 2026
3. Continue to prioritise teaching and support staff development, workload and wellbeing considerations, to assist retention and recruitment and further strengthen the quality of the workforce
4. Ensure the financial stability and the highly effective use of resources, strategically directing funding to support the particular needs and development of our school community