

**SIR JONATHAN NORTH COMMUNITY COLLEGE
PRIORITIES FOR DEVELOPMENT 2017 - 2020**

KEY PRIORITY 2017-2020: TO CONTINUE TO IMPROVE ACHIEVEMENT AND STANDARDS TO ENSURE STUDENTS ACHIEVE AT OR BEYOND EXPECTED PROGRESS BASED ON PRIOR ATTAINMENT.	SLT LINK	SEF Area
OUTCOMES FOR STUDENTS		
<p>To maximise student progress:</p> <ul style="list-style-type: none"> All staff to have in depth knowledge of student performance data in the groups that they teach and the factors that affect individual progress and the progress of groups of learners Eliminate the achievement gap between disadvantaged and non – disadvantaged students nationally Challenge and support progress through appropriate intervention across all year groups To develop a clear understanding of potential attainment related to Year 7 baseline and KS2 data (Life Beyond Levels) Continue to develop and extend opportunities for an exciting and engaging curriculum to promote student achievement and to meet their needs and interests. 	SEv	1
QUALITY OF TEACHING, LEARNING AND ASSESSMENT		
<p>To maintain consistent high quality teaching, learning and assessment by staff:</p> <ul style="list-style-type: none"> Concentrating on their own quality first teaching in recognition that this is the most important factor in reducing the achievement gap and accelerating progress for all students Continue to make use of written and verbal feedback to maximise student progress Reflecting on and debating the way they teach in order to feel deeply involved in their own professional development. They are motivated and trusted to take risks and innovate in ways that are right for their students To encourage independent learning through the development and provision of appropriate e-resources For all staff to be actively involved in the culture of sharing pedagogy/best practice and the college CPD programme To continue to model literacy, numeracy and CEIAG across the curriculum. 	SEv	2
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE		
<p>For all staff to maintain high quality care, guidance and support by:</p> <ul style="list-style-type: none"> Taking ownership of own classroom and curriculum team area/s by challenging low level disruption in and out of lessons and modelling positive behaviours to students Planning and delivering engaging lessons that improve attendance and punctuality for all learners (both disadvantaged and non-disadvantaged) Staff Shared Continuing to work with all stakeholders including parents, staff and other service providers to meet student additional needs Extending opportunities for CEIAG experience beyond the classroom Continuing to review and monitor best practice with regards to equality, inclusion and safeguarding to protect students from radicalisation and extremism, responding swiftly where students are vulnerable to these issues 	AMe	3
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT		
<p>To promote high quality teaching and distributive leadership through College appraisal and CPD provision for all staff by:</p> <ul style="list-style-type: none"> Ensuring effective performance and professional through robust appraisal systems and timely interventions of support and challenge where necessary Maximising standards through rigorous quality assurance of team, staff and student performance Continuing to nurture and support staff potential for growth, recognise, grow and inspire future leaders and the next generation of teachers 	AMe	4
<p>All team leaders to achieve “best value” and ensure the best outcomes for students including the effective management of financial resources by:</p> <ul style="list-style-type: none"> Monitoring and evaluating the cost and impact of any expenditure/provision using reliable benchmarks such as The Sutton Trust Toolkit Skilfully deploying staff and resources to deliver good or improving outcomes for students, including those from disadvantaged backgrounds 	AMe	4
<p>To continue to develop enrichment opportunities and partnerships which have a positive impact on teaching and learning, student progress, personal development and well-being across the college through a wide range of experiences that contribute to students’ SMSC development and promotion of British Values which reflect and celebrate our unique culture in developing the ‘whole child’.</p>	SEv	2, 4

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