



2024-2025

School Development Plan

OUR VISION

Empower our students to take their rightful place center stage beyond Nonsuch

OUR VALUES

Positivity

Respect

Integrity

Courage

Endeavour

OUR MISSION

Forging our paths; building the future

OUR PRIOTIES 2024-2025

CURRICULUM
Literacy

**DEVELOPING
TEACHING**
Pedagogy
development
(Teaching methods)

ACHIEVEMENT
Key Stage 5
Outcomes
(A-level Results)

**BEHAVIOUR &
ATTITUDES**
Consistency &
Positive
Relationships

LEADERSHIP
Continuous
Professional
Development

LEADERSHIP
Leadership
Development

LEADERSHIP
Leadership
Accountability

NHSG Strategic Development Plan 2024-2025

Curriculum			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
2.1 Literacy	Helena Wright (Deputy Head Staffing and Curriculum)	To further develop students' skills so they become confident, articulate, and critical thinkers who can read, write, speak, and listen with fluency and precision.	<ul style="list-style-type: none"> There is a culture of academic excellence where literacy is at the heart of every subject and every student's educational journey. Subject curriculum plans and the school's Literacy Strategy show a clear, rigorous, and sequential approach to developing students' confidence in critical thinking and analytical skills across all Key Stages and the wider curriculum. Evidence from students' work and discussions shows that they demonstrate confidence, fluency, and enjoyment in reading. Teachers model high standards in speaking, listening, writing, and reading of English and effectively support students in developing their own language and vocabulary.
Developing Teaching			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
3.1 Pedagogy development (Teaching Methods)	Andrea Todd (Deputy Head Quality of Education)	To further develop teaching staff's pedagogy (Teaching Methods), strengthening teaching and learning across all key stages and subjects.	<p>The school's robust framework will ensure well-structured resources that support pedagogical development, actively engaging students in lessons, minimising passive learning, and providing effective academic challenges.</p> <p>The school's quality assurance systems show that:</p> <ul style="list-style-type: none"> Teachers skillfully apply knowledge from research and training to implement the curriculum effectively, using a range of pedagogically appropriate approaches. Professional development will be targeted to support teachers with their pedagogy. Teachers present subject matter clearly and facilitate meaningful discussions to deepen students' understanding. When teaching does not meet expectations, targeted CPD support is identified to enhance practice.

			<ul style="list-style-type: none"> Teachers systematically check students' understanding, accurately identifying misconceptions, and provide clear, direct feedback. When teaching does not meet expectations, targeted CPD support is identified to enhance practice. Teachers respond and adapt their methods as needed, avoiding unnecessary, elaborate or overly individualised approaches. In areas where teaching does not meet expectations targeted CPD support is identified to enhance practice.
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Achievement			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
4.1 KS5 Outcomes (A-level results)	Hannah Johns (Assistant Head 6th Form)	To raise attainment and value-added progress (ALPS) for KS5 outcomes by Summer 2025 with particular focus on moving students up through the grade boundaries	<ul style="list-style-type: none"> Students develop strong knowledge and skills across the curriculum, leading to high levels of achievement. Data analysis shows that the impact of teaching and learning is reflected in excellent outcomes in national examinations. Students are fully prepared for the next stage of education, employment, or training. They achieve qualifications or meet standards that allow them to progress to destinations that match their interests, aspirations, and intended courses of study.

Behavior and Attitudes			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
5.1 Consistency and positive relationships	Susannah Osborne (Assistant Head Pastoral/ DSL) / Beth Nesbitt (DSI Pastoral)	To further embed the Nonsuch Behaviour and Learning culture by developing a systematic framework that promotes consistency and positive relationships.	<ul style="list-style-type: none"> Staff maintain consistently high expectations for all students, ensuring that every student is treated fairly and in accordance with policies and agreements. Staff and students can articulate the behavior for learning policies, rules, sanctions and ethos. Leaders foster a positive atmosphere where bullying, aggression, discrimination, and derogatory language are not tolerated and are addressed promptly and effectively Relationships between students and staff reflect a positive, respectful culture, ensuring students feel safe and are safe

Leadership			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
1.1 CPD Programme	Andrea Todd (Deputy Head Quality of Education) and Maggie Dore (DSI CPD)	To ensure a rigorous programme of CPD is in place and that it matches broad and specific school improvement development areas as well as bespoke training for staff where needed.	<ul style="list-style-type: none"> • Leaders demonstrate a commitment to improving teachers' subject and pedagogical content knowledge, as evidenced by a CPD program that prioritises pedagogical development. • A clear training program to support the launch of the 2025-26 SDP objectives for pedagogical development • Leaders ensure teachers receive focused and effective professional development, fostering continuous improvement in both subject knowledge and pedagogical content knowledge. This leads to sustained improvements in the teaching of the curriculum.
1.2 Leadership Development	Alexis Williamson-Jones (Headteacher)	To further enhance senior leaders ensuring they have the skills and resources to successfully lead school improvement.	<ul style="list-style-type: none"> • There is a clear and ambitious vision for providing high quality education which is known and can be articulated by all leaders • Strategic planning is robust with clear priorities that lead to continuous school improvement • Leaders use accurate self-evaluation to drive improvement and address weaknesses effectively • Staff have a clear understanding of the direction of school improvement and share strong, common values around this. These values are embedded across all our policies and practices
1.3 Accountability	Alexis Williamson-Jones (Headteacher)	To foster a culture of accountability within areas of responsibility, driving rapid and sustained school improvement.	<ul style="list-style-type: none"> • There is a culture where staff feel supported and have autonomy, while also being held accountable for the impact of their work. • Staff understand their roles in achieving strategic goals and are held accountable for their contributions to school improvement • Leaders hold middle leaders accountable for driving improvements in their areas through clear and measurable action plans.