



2025-2028

School Development Plan

OUR VISION

Empower our students to take their rightful place center stage beyond Nonsuch High School for Girls

OUR VALUES

Positivity

Respect

Integrity

Courage

Endeavour

OUR MISSION

Forging our paths; building the future

OUR PRIOTIES 2025-2028

**Developing leaders
and driving
accountability**

**Developing
excellent
teachers**

**Improving
student literacy
and oracy**

**Embedding a
culture of
inclusion**

NHSG Strategic Development Plan 2025-2028

Leadership and Governance

Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
Developing leaders and driving accountability	Alexis Williamson (Headteacher)	To further strengthen leadership at all levels so that leaders confidently guide their teams, drive improvement, and use evidence and accountability to secure the best outcomes for students.	<ul style="list-style-type: none"> • Middle leaders confidently lead teams with clarity, autonomy, and evidence-based decision-making • Teaching quality, staff morale, and student outcomes show continued improvement • All departments/pastoral teams have live development plans aligned with whole-school priorities, monitored through structured line management and PDRs • Leadership capacity is strengthened through CPD, NPQs, coaching, and trust initiatives • Data literacy continues to improve; 80–90% of staff report confidence in using data tools to drive planning and interventions

Developing Teaching

Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
Developing excellent teachers	Andrea Todd (Deputy Head Quality of Education)	To further develop excellent teachers who consistently deliver high-quality, evidence-informed lessons that inspire students, deepen learning, and raise achievement across the curriculum.	<ul style="list-style-type: none"> • A consistent Teaching & Learning Policy is launched and embedded across all subjects, underpinned by six key principles • Teachers actively engage with a structured 3-year CPD programme, showing improved practice in adaptive teaching, feedback, and literacy • Teaching & Learning Toolkit is developed and used by staff for consistent high-quality classroom practice • Teachers participate in developmental feedback cycles to refine their teaching • Scheduled monitoring and reviews show continued sustained improvement in pedagogy, confirmed by staff feedback and student outcomes

Curriculum			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
Improving student literacy and Oracy	Helena Wright (Deputy Head: Curriculum and Staffing)	To further develop students' literacy 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"> • Whole-school Literacy Strategy is embedded, with clear strand action plans (Wider Reading, P4C, HPQ, Study Skills) • Literacy is planned across all curriculum areas and reflected in departmental/pastoral development plans • Staff confidence in delivering literacy improves, with all teachers having literacy-linked PDR targets • Students show improved outcomes in reading, writing, and oracy, supported by consistent practice across subjects • Student voice and work evidence demonstrate greater confidence and articulation in literacy and critical thinking
Inclusion			
Priority Area	Priority Area Lead	Objective	Success Criteria and Impact
Embedding a culture of inclusion	Nicola Bond (Assistant Head: SENDCo)	To further embed a culture of inclusion where every student feels valued, supported, and challenged, with barriers to learning removed so that disadvantaged and SEND pupils thrive academically and personally.	<ul style="list-style-type: none"> • All staff complete CPD on inclusive teaching, behaviour strategies, and effective collaboration with LSAs • A SEND Champions Group leads the promotion of inclusive practice across classrooms • Pupil Premium tracking systems are embedded, with robust monitoring of attainment, progress, attendance, and wellbeing • Targeted interventions (executive function, EBSA support, TAC meetings) improve outcomes for disadvantaged students • Disadvantaged pupils' attendance, punctuality, and participation in extra-curricular activities show measurable improvement