Selby High School Governors Three Year Strategy (2025-2028)

Embracing Diversity, Unlocking Potential, Inspiring Learning: Excellence for All

The Three Year Strategic Plan (2025 to 2028) is built around six key strategic strands, which summarise the aims that governors will focus on during the next three years.

- **Attend to Achieve**
- **Teaching and Learning: Autonomy with Consistency**
- **An Inclusive Curriculum for the 21st Century**
- **No student left behind**
- **Partnership for Progress**
- **A great place to work**

Each of the strands has three broad areas which the school will be working towards over the next three years. Each year, a School Development Plan will set out in more detail, which of the aspects are going to be targeted in each year.

Attend to Achieve

- Continue to develop a culture of belonging, with a clear focus on student wellbeing, so that all students want to come to school.
- Further develop behaviour, relational and curriculum approaches which ensure that all students engage with learning at school.
- Implement highly effective systems, to ensure that attendance and punctuality issues are addressed with an appropriate balance of challenge and support.

Teaching and Learning

- Embed the Teaching and Learning Principles, ensuring clarity on shared language and routines, to deliver consistently excellent teaching.
- Embed a whole-school approach to instructional coaching, and ensure that high quality, research-based training and development is in place for all school staff.
- Build a culture that promotes high expectations for all students and where resilience, a can-do attitude and independent learning are valued.

An Inclusive Curriculum for the 21st Century

- Review our curriculum in light of the DfE curriculum review, and continue to develop whole school approaches to knowledge, skills, attitudes and values.
- Implement the Digital Learning Strategy, with a view to using new technologies safely and effectively, and keeping a clear eye on the potential for learning in the future.
- Ensure we meet the needs of all students through developing high quality, aspirational pathways for inclusion.

No student left behind

- Ensure that assessment in all subject areas is fit for purpose, that all staff are trained to use data effectively, and ensure that, through rigorous Subject Data Analysis and the RAG process, all students make good progress- especially vulnerable students and those with additional needs.
- Continue to develop our strategies around SEND and ensure approaches are in place that enable all vulnerable students to achieve their potential.
- Ensure high levels of participation in school activities from all groups of students, through a carefully developed programme which links the enrichment programme, the Selby Challenge, High Aspirations Activities, and other extra-curricular activities (including trips and visits.)

Partnership for Progress

- Embed an ambitious Careers and High Aspirations programme, built on wide-ranging partnerships with alumni, the business community and educational establishments.

- Foster strong partnerships with stakeholders, and other schools and organisations, allowing SHS to contribute positively to the wider community, whilst continually improving.
- Continue to lead on the provision of high-quality external alternative provision and Targeted Mainstream Provision.

A great place to work

- Develop opportunities for staff voice, ensuring the whole school community has the opportunity to contribute to the development of the school.
- Improve the building and environment in a sustainable, secure way to develop a more positive working space, implementing and monitoring a Climate Action Plan, and ensuring use of the school site is maximised for student and staff wellbeing.
- Ensure a wide range of development opportunities are in place for staff in all roles, and ensure a clear focus on leadership development, governance effectiveness and succession planning.

Key Impact Measures

The full strategic plan document sets out impact measures for each of the different areas. The main impact measures are summarised below:

- Judged "strong" in the majority of areas by OFSTED.
- Whole School Attendance of 96%; Attendance for all groups above the national average.
- A positive progress8 score, English and Maths above 5 at 45%, above national in all subject areas. Disadvantaged performing in line with the national average.
- Strong outcomes for students with SEND based on starting points.
- Suspensions well below the national average- no more than 100 in a school year.
- Very low NEET figures; and destination data at least in line with the national.
- High satisfaction levels from staff survey.

Governor Monitoring and Evaluation of the Plan:

There are lots of opportunities for governors to assess how well school leaders and other staff are doing in implementing the three year strategy. Some of these are outlined below:

Principal's Report:

· Termly updates on progress towards the aims of the school development plan, and the three-year strategy.

· Half term updates on safeguarding, attendance, behaviour, prejudiced incidents, numbers of students, and staffing issues (including absence).

· Updates throughout the year on use and cost of Alternative Provision.

Reports to the Full Governors Board Meeting:

Each year, governors will have the opportunity to hear from key members of staff on the work they have been doing to meet the aims of the strategic plan. Reports will cover some of the following topics:

- Special Education Needs
- Teaching and Learning
- Safeguarding
- The Pupil Premium Strategy

Link Governors Visits

We encourage all governors to be Link Governors for at least one aspect of the school's work.

Link Governor visits are a crucial part of monitoring the three-year strategy. As well as looking at the relevant subject area or aspect of the school's work, governors can ask questions about other key areas of the plan, such as staff morale, or student behaviour. It is a great way to triangulate information, and double check that what you have been told by the senior team holds up to scrutiny.

Surveys

The school regularly surveys the opinions of key stakeholders within the school- for example students, staff and parents/carers. The information from school surveys can be very informative and help governors make judgments about how successfully aspects of the plan are being implemented.

The School Development Plan, 2026/27

Each year the leadership team sets out a school development plan to identify which areas of the three year strategy are going to be tackled that year.

Selby High School Development Plan (2026/27)

Aim 1: Attend to Achieve
a. Working with all relevant partners, deliver the Attendance Action Plan, exploring approaches to "belonging", supporting all students to feel happy and safe in school, and maintaining a strong focus on equality, tolerance and respect.
b. Continue to develop strong systems to support wellbeing and SEMH needs; embed the whole school Thrive approach; deliver supportive pathways where necessary; and further develop restorative approaches.
c. Continue to deliver the Positive Relational Behaviour Policy, through consistent application of agreed processes, including specific actions to develop inclusive approaches, reduce suspensions, tackle internal truancy, and continue the focus on positivity, rewards and recognition of achievement.
Aim 2: Teaching and Learning: Autonomy with consistency
a. Implement the updated Teaching and Learning Principles, with a focus on call to attention, checks for understanding, and high-quality, sufficiently challenging IZ, with a view to embedding a consistent approach to the Inclusive Learning Structure.
b. Through the literacy strategy ensure that gaps in foundational knowledge are identified and addressed, and develop consistent approaches to reading, structured talk and extended writing in all subjects.
c. Put in place an Independent Learning Curriculum to ensure that all students- especially the most vulnerable- build resilience and develop the skills required to learn effectively, and ensure that the Feedback and Home Learning Policies are fully embedded.

Aim 3: An inclusive curriculum for the 21st Century
a. Put in place the first phase of the new Inclusive Curriculum Strategy, ensuring that the most important skills and knowledge in all subjects are clearly identified; reviewing and ensuring consistent implementation of PD; introducing the cross-curricular skills and values; and mapping out the Global Themes.
b. Deliver year 2 of the Digital Learning Strategy, continuing to develop a safety-first AI Policy, putting in place a whole school approach to digital literacy, and ensuring that training is in place to ensure that all staff are able to use the promethean whiteboards and the new Netsupport monitoring software, effectively.
c. Develop a powerful curriculum for all students in any form of Alternative Provision- including the Targeted Mainstream Provision, the Step Programme, and the new KS3 Provision- and continue to map out the skills and knowledge to be covered by students in the wider Alternative Provision, with a focus on developing English and exploring how we teach Science.

Aim 4: No student left behind
a. Ensure that key stage 3 assessment allows for students to reach the full range of levels and that in both key stages assessment in all subject areas is fit for purpose, and that, through rigorous Subject Data Analysis, the RAG process and needs-based targeting, all students make good progress- especially vulnerable students and those with additional needs.
b. Ensure that all staff are trained to use the full range of baseline data to plan inclusive lessons, and that the Inclusion Strategy and PP Strategy are well understood by all so that barriers for vulnerable students are identified and where possible, removed.
c. Track all school activities through Arbor, and ensure high levels of participation in school activities from all groups of students, through a carefully developed programme which links the enrichment programme, the Selby Challenge, High Aspirations Activities, and other extra-curricular activities (including trips and visits.)
Aim 5: Partnership for Progress
a. Build on and further develop the partnerships with alumni, local businesses and post-16 educational establishments to ensure a high-quality fully compliant Careers Programme, and an effective High Aspirations
b. Continue to build strong relationships with local primary schools, exploring how resources can be combined to improve inclusive approaches, including the Ambition Hub and work closely with Selby College, Askham Bryan and Noise Academy to develop high quality alternative provision.
c. Undertake the Leading Parent Partnership Award, with a particular focus on ensuring that all families feel like they belong to the school community, and identifying opportunities to improve attendance and reduce suspensions through positive community relationships.
Aim 6: A great place to work
a. Implement the Staff Survey Action Plan, ensuring that all staff- whatever their role- feel valued and supported, and ensuring the whole school community has the opportunity to contribute to the development of the school.
b. Ensure careful tracking of continued professional development, ensuring that individual and school needs are catered for, starting with a high-quality appraisal process, and regular opportunity for feedback and evaluation.
c. Continue to embed the three-year Climate Action Plan, exploring solar and other alternative energy supplies; actioning the "comfortable room" survey, and reviewing the recycling scheme.