HUNTINGTON SCHOOL

SDP – 'On One Page' – Autumn 2026

Learn and Succeed

Our School Vision –

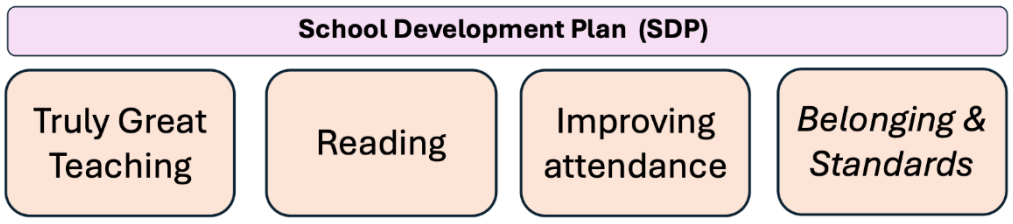
- Our school is a **safe**, **inclusive** and **welcoming** community that everyone feels proud to be part of.
- We hold **high ambition**, **positive relationships** and **mutual respect** at the core of our school culture.
- Our school develops **confidence**, **resilience** and **independence** for all by delivering a high-quality, **evidenced-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

Our Core Values – Respect, Honesty and Kindness

Our intention is that every student at Huntington School, irrespective of their background, starting points or challenges, will achieve the very best outcomes in progress and attainment through high quality teaching and learning. Our curriculum will be ambitious, broad, and inclusive to meet the needs of all learners. We will not make assumptions about the impact of disadvantage on student outcomes and will use robust diagnostic assessment, alongside trusting relationships to identify needs. Each student will have their wellbeing and personal development supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community and alongside this strategy are continuing to work with our Poverty Proofing the School Day action plan. We want every student and their family to feel valued and truly part of the school with a culture of belonging and high ambition as outlined in our school vision.
Our continuous professional development and strategic decision-making will be supported by our Research School team, to ensure that staff will be trained with evidence-informed approaches. This is to ensure the 'best bets' are used to meet our challenges and that effective implementation practices give them the best chance of having a positive impact on our students. Our strategy will be co-constructed and shared with all stakeholders, including governors and owned by all who work with our students and their families. High expectations and ambition will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education.

Our whole-school development plan can be summarised into **four key strands,** all of which intertwine with each other:



Each of these **four key strands** has its own implementation plan. **Key Performance Indicators,** in terms of impact, have been articulated below:

Strand	Short term (Spring 2026)	Medium term (Autumn 2026)	Long term (Summer 2027)
Truly Great Teaching **MIW**, MAS, PEH, SXH, JLE, JDK, MHJ, HJR	*Subject Leaders are **prioritising** the development of Teaching and Learning in their departments and inputting into the Adaptive Teaching and Learning Framework*	*Our whole-school **Attainment 8 measure has improved** from the previous year.*	*Our **Progress 8 measure has significantly improved** from 2024.* *The progress of FSM/PP students is similar to that of non-FSM students.*
Adaptive Reading **MHJ,** MIW, WL	*Classroom teachers are **adapting their practice in the classroom** to ensure that all leaners can access the curriculum. This is evidenced across **learning walks and departmental QA.***	*Key cohorts of pupils with lower reading age data report greater **confidence** around reading and are aware of **teachers' strategies** to support reading in the classroom*	*Further **learning walks** suggest best practice is being embedded in teacher's practice*
Attendance **KT**, JLE, ALL	*The attendance gap between FSM and non-FSM **has closed** when comparing data from the previous academic year.*	*Whole-school attendance and FSM attendance is **above the local and national average.***	*The **gap** between FSM and non-FSM attendance is **minimal**, with both being **above the local and national average.***
Belonging & Standards GN, JLE, JDK, KAB, TMP, MAS,	*All staff are **engaging positively** with all aspects of our strategy for developing belonging, whilst **high standards are prevailing** in all classrooms. This is evidenced across **learning walks and departmental QA.***	*Internal and external exclusions have **reduced**.* *The proportion of FSM students taking up our extra-curricular offer is **like** that of our non-FSM students.*	*Positive relationships and mutual respect are now **firmly at the heart** of our school culture.* *The **overwhelming majority** of our students (>90%) feel that they belong to our school community.*

Other key priorities for Huntington School:

Priority	Further context	KPI – Autumn 2026
English and Maths **MIW**, SXH, PJB, RL, MAS	Attainment and progress in English and Maths needs to improve.	**Attainment:** Maths (4+ **80%,** 5+ **65%,** 7+ **24%)** English (4+ **85%,** 5+ **75%,** 7+ **30%)** En & Ma 4+ **78%** Eng & Ma 5+ **63%** Attainment **significantly above** the York average.
Sixth Form **HJR**	We must continue to recruit and retain healthy numbers to our Sixth Form and ensure that our post-16 curriculum serves the needs of our students.	Number on roll 2026: **320+** **Y12 – 150+** **Y13 - 170**
Research School **JLE**, MAS, JDK, JFM	Huntington Research School is driving improvement across Huntington School, the Local Authority and the wider network, whilst maintaining a healthy financial status.	**Financial impact (<£15,000)**
'Ofsted Ready' **MAS**, MIW, GN, JLE, HJR	We must ensure we are working with the new Ofsted framework to ensure that our school is ready for inspection in Autumn 2027.	All SLT & Governors need to be fully cognisant of the new **Ofsted Framework** and begin to develop our SEF accordingly.
Financial Stability **MAS**, JFM, MIW, PJE	We must ensure that we move the school towards a more secure financial position.	**See Financial Strategy Plan**
Curriculum Review **MIW,** MAS	We need to carefully review our full curriculum offer in light of: - Providing our students with the necessary knowledge and skills - Becky Francis' recent Curriculum and Assessment Review - Integrated Curriculum Financial Planning	
Governance Development (GE)	The Governing Body for Huntington School will develop a rigorous plan for how they will support the school on its journey of improvement.	**See Governor Development Plan**