

NBHS Summary of Key Priorities 2023-24

Learning and Teaching to raise attainment	Equity and wellbeing to create opportunity and achievement for all	Curriculum as a vehicle to drive improvement for all young people at NBHS	Leadership at all levels
<i>ELC pedagogy sail "Learning" Service Priority 3 and 5</i>	<i>ELC pedagogy sail "Relationships" Service Priorities 1, 2, 4</i>	<i>ELC pedagogy sail "Learning" Service Priority 2 and 5</i>	<i>ELC pedagogy sail "Leadership" Service Priority 1</i>
Develop the NBHS Digital Learning Strategy to ensure high quality digital learning that supports face:face teaching, with a particular focus on closing the attainment gap.	Positively manage change within the Pupil Support faculty including building strong and positive relationships between new staff and their House cohorts. Use staff and partner expertise to deliver high quality CLPL to staff on identified staff development needs and ELC policies on Inclusion, Attendance and Meeting Needs.	Review secondary PSE curriculum and adapt in line with emerging needs of NBHS community.	Strengthen the role of S6 in leading and developing the positive ethos of the school, leading pupil working groups and increasing their participation and visibility in school.
In line with NBHS Teaching Practices for Effective Learning, continue to develop professional learning through teacher collaboration (PLCs) and enquiry based approaches, with a particular focus on positive behaviour and meeting learner needs.	Increase forensic use of data to drive achievement across the school for identified equity cohorts: <ul style="list-style-type: none"> • BGE and Senior Phase attainment data shared regularly with all staff • Attendance data • Raising attainment • Positive Destinations 	Continue to review the SP curriculum and finalise NBHS Curriculum Rationale to ensure an accessible and equitable offer for all learners in the senior phase, unique to our context and reflective of our community.	Create overview of NBHS Pupil Leadership Opportunities S1-S6 and build upon this to evidence that all pupils access opportunities to be heard and contribute to school improvement. Include ways we recognise achievement in this.
Reset expectations around value and importance of learning and foster a culture of learner resilience through improved pedagogy and working/learning together with parents and carers.	Review and enhance Pupil Support Base provision. Ensure high quality CLPL is available for support staff. Develop and increase ways to include support staff in strategic decision making at whole school level.	Evaluate and develop extra-curricular programme informed by pupil interest, staff expertise and availability, parental support and involvement.	Support Middle Leaders to access appropriate leadership and management CLPL. Relaunch role of Group Tutor as leader of learning and first line pastoral care.