

School Development Plan 2023-24

Dream Big, Work Hard, Be Kind

Quality of Education

1.1 Improve the progress pupils make in reading and writing to close the gap between the school and national at expected and greater depth by adopting a high-quality book based English curriculum incorporating reading comprehension and writing composition.

1.2 Ensure the quality of teaching is consistently good and outstanding through collaborative planning and the consistent application of the Teaching and Learning Policy.

1.3 Ensure assessment is used systematically to monitor understanding, identify misconceptions and provide clear and direct feedback, in order to ensure we, respond and adapt teaching to meet the pupils' needs.

1.4 Ensure teaching meets the needs of all pupils, particularly those with SEN through high expectations, an ambitious and adapted curriculum and targeted support as identified.

1.5 Ensure implementation of our curriculum is strong by well-planned and consistent structures of learning. All units will ensure pupils are able to retrieve, retain and apply substantive and disciplinary knowledge.

1.6 For our learners to become confident and fluent mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.

Leadership and Management

2.1 Ensure subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning.

2.2 Develop and embed a strategic approach to continuous professional development for all staff groups across the school which balances the needs of the School and its development priorities; the development needs of each phase and/or curriculum area and the career aspirations of the individual.

2.3 Establish a clear ambitious vision for providing high-quality education for all learners.

2.4 Ensure the new leadership structure is effective, roles are understood enabling consistency in policies and practice whilst ensuring flexibility and creativity.

2.5 Nurture an environment that is focused on wellbeing, where all staff members feel valued, respected and listened to.

2.6 Further develop the effectiveness of the governing body to enable governors to make robust independent judgements regarding the quality of provision.

Personal Development

3.1 Develop our wider curriculum/enrichment activities to ensure pupils have access to a wide range of inclusive opportunities within and beyond the taught and planned curriculum to support pupils' cultural capital.

3.2 Design a programme of planned opportunities to support and enhance pupils' spiritual, moral, social and cultural (SMSC) development, our six core school values and the fundamental British values.

3.3 Enhance the pastoral offer for children through our Emotional Literacy Support Assistants (ELSAs) to ensure pupils have access to wellbeing support when needed.

Behaviour and Attitudes

4.1 Develop and maintain a whole school culture that promotes the benefits of high attendance through a robust and consistent system that increases attendance and improves punctuality.

4.2 Consistently apply the school behaviour policy, including the deployment of Emotion Coaching, pastoral support and 'structured conversations' with parents/carers to support behaviour management.

Quality of Education in EYFS

5.1 Improve the attainment of pupils in Literacy and Mathematics to close the gap between the school and national through a coherently planned and sequenced curriculum which builds on what pupils know and can do.

5.2 Construct a curriculum that is ambitious and designed to give pupils, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

5.3 Provide relevant support and professional development opportunities to all members of staff, so they understand the needs of SEN pupils and manage behaviour effectively.

5.4 Ensure observations inform planning and practice through the use of *Tapestry* and enable teachers to identify any gaps to be addressed.

5.5 Create an environment inside and outside that supports the intent of an ambitious, coherently planned and sequenced curriculum and resources are chosen to meet the pupils' needs and promote learning.

