

**School Development Priorities 2023/2024**  
**Linked to Schools of Tomorrow - SOTO**

**Highest levels of achievement:**

***Priority 1:***

Improve progress, so an increasing number of pupils achieve the expected and exceeding standards in each of reading, writing and maths.

Improve attainment, so that by the end of Y6, the proportion of pupils achieving the expected and higher standards in each of reading, writing and maths are above the national average within five years.

**Actions:**

- Develop a consistent approach to the teaching of writing
- Develop and embed the understanding and implementation of the writing journey
- Interventions will be well planned with the impact tracked
- Data will be used to inform training and professional development needs
- Embed the use of letter join to improve handwriting across school
- Embed the teaching sequence for spelling
- Use AfL and tests to monitor the children's progress and attainment to inform teaching and learning
- Quality assure the test processes across school to ensure consistency and children are prepared for the end of key stage tests
- Coach & develop staff to in order to further develop their pedagogical understanding of T&L (inc. Cornerstones approaches) and ensure AfL is deeply embedded in all teaching (know more, remember more).

**Success Criteria:**

- Basic skills are embedded in writing across the curriculum
- Improved writing outcomes for all children across school
- High expectations in all writing opportunities across the curriculum

**Highly effective preparation for the future:**

***Priority 2:*** To develop Pupil Voice & Pupil Leadership skills further so that the whole school commitment and actions to diversity, sustainability and climate change are heightened.

**Actions:**

- Leaders to ensure that pupil voice is sought and ideas supported and carried out where possible.
- All year groups will review the curriculum to ensure diversity and equality are embedded and that the curriculum is representative of our community.
- Assistant Heads to ensure that the curriculum develops the pupil's knowledge and understanding of sustainability and climate change.
- Strengthen and exploit opportunities for PSHE and social development within all year groups in order to support the social interaction and emotional well-being of all children post-Pandemic.
- Working within the Forest Schools philosophy, review and refresh the Forest School provision and practice (EYFS) to strengthen the quality of this curriculum area.
- MP's to develop school sustainability project/club.
- Work with external agencies and with SOTO lead to develop whole school commitment and actions.
- Grow and develop the role of the Eco committee, as part of a climate education action plan, so that their work is visible and strengthens whole school approaches to environmental issues.
- Embed the role of pupil leaders by evaluating success, considering next steps and strengthening their impact (through training, promotion and voice).
- Diversity, sustainability and climate change become a specialism within the school's curriculum

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- Monitoring & Evaluating timetable and assessment information analysis shows that basics skills in writing are secure.
- The writing lead can demonstrate progress and use Pixl to ensure interventions target gaps in learning.
- Handwriting is taught explicitly and there is a consistent approach across school
- An improvement in handwriting is evident in all books
- Handwriting skills improve and children are able to write faster and more legibly
- Spelling is integrated into the writing process
- Outcomes in each of reading, writing and maths are in line with each other (+/-5%) at both the expected and higher levels.

#### **Success Criteria:**

- Pupils are able to explain what diversity, sustainability and climate change is and how it affects the home, school and wider communities.
- The curriculum provides opportunities for learning and experiences across different subjects and in all year groups at a level that is appropriate for a pupil's age and stage.
- Where diversity, sustainability and climate change can be a part of the taught curriculum in each unit or lesson, they are included. Good cross-curricular links are identified.'
- Changes are made within the school community and beyond as a result of developing knowledge and understanding.

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**Highest levels of well-being and involvement:**

***Priority 3:***

Strengthen and develop the expertise of all staff, in order to recognise and remove/mitigate barriers to learning (inc. those caused by SEND, poverty or mental health issues), so that all children are fully engaged and focused on their learning at all times for all groups.

**Actions:**

- Senior Mental Health lead role further developed and strategic plan created with clear priorities and actions with progress monitored across each term.
- Develop a whole school mental health strategy, through the introduction of a Senior Mental Health Lead, to strengthen understanding of signs/symptoms and support mechanisms available.
- CPD plan established, to strengthen staff skills and knowledge regarding complex behaviour, with evidence of strategies supporting teaching & learning as well as behaviour management across the school.
- In every lesson plan, consideration is given to how all groups will be engaged, including those with high- and low-prior knowledge.

**Success Criteria:**

- Staff demonstrate consistently high levels of skill and competence when managing complex needs or overcoming barriers to learning (inc. supporting mental health needs within the class).
- Extra-curricular involvement rates and academic outcomes, for children eligible for FSM, are strong and compare well to non-FSM children.
- A strong inclusive culture is evident across the school with staff, children and families openly talking about mental health and highly effective pastoral care embedded into all aspects of school life.

**Highly effective family and community engagement:**

***Priority 4:*** To re-establish the strong parental engagement across the school from pre pandemic.

**Actions:**

- Strengthen parental engagement by reviewing and developing in-school sessions as well as planning further opportunities both within and beyond the school day, e.g. community trips/events.
- Extend community engagement opportunities by further considering partnerships which could support curriculum provision and/or enrichment.
- To work with The Harpur Trust Accelerator Project and network.

**Success Criteria:**

- All pupils provide feedback that they have experienced Forest School curriculum
- The wider community supports school with Forest School learning and resources.

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| <ul style="list-style-type: none"><li>• All pupils with SEND are engaged in activities alongside their peers, in line with adjustments set out in their EHCP or IEP.</li></ul> |  |
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