

School Development Plan Key Areas 2023-2024

Quality of Education	
<u>A1.1</u> Writing	<ul style="list-style-type: none">• To further embed and ensure consistency of sentence and grammar in order to support children achieving Great Depth Levels in Writing in all year groups.
<u>A1.2</u> Oracy	<ul style="list-style-type: none">• To develop oracy across the subject areas - key vocab and strategies identified within subjects
<u>A1.3</u> Spelling	<ul style="list-style-type: none">• To implement a cohesive whole school approach to spelling so that writing outcomes are stronger for all children in all year groups and phases.
<u>A.1.4</u> Phonics	<ul style="list-style-type: none">• To extend the implementation of the phonics curriculum to include access to phonics for those working below Phase 3 and spelling from Year 2 onwards
<u>A.1.5</u> - Reading for Pleasure	<ul style="list-style-type: none">• To implement a whole school reading for pleasure culture supported by key stage specific approaches which build on one another
<u>A 1.6</u> Science	<ul style="list-style-type: none">• To improve consistency in implementation of the Working Scientifically aspect of the Science curriculum
<u>A.1.7</u> - SEND	<ul style="list-style-type: none">• To embed the Essential SENDCO toolkit into staff's language and evidenced in IEPs.
<u>A.1.8</u> -SEND	<ul style="list-style-type: none">• To further embed the use of technology to support pupils with SEND both as an intervention and as part of adaptive teaching
<u>A1.9</u>-History and Geography	<ul style="list-style-type: none">• History and Geography- to embed hands-on learning and engagement within the subjects.

Behaviour and Attitudes and Personal Development	
<u>A2.1</u> - Attendance	To further improve attendance at both schools ensuring the schools are above national averages for attendance and persistent absence

<u>A2.2 - Exclusions & Suspensions</u>	To further reduce exclusion and suspensions by implementing standard operating procedures for Suspensions and Permanent Exclusion across both schools

	Personal Development
<u>A4.1 - Enrichment</u>	<ul style="list-style-type: none"> To create a plan to show how the different cultural and enrichment activities are delivered from EYFS to Year 6 and across subjects
<u>A4.2 - Pupil Leadership</u>	<ul style="list-style-type: none"> To embed pupil leadership across the curriculum and within the community
<u>A4.3 - R Time</u>	<ul style="list-style-type: none"> To embed R time across the school linking Mental Health to Active Citizenship

	Leadership and Management
<u>A3.1 - Subject Leaders</u>	<ul style="list-style-type: none"> Subject Leaders to undertake regular data analysis to cross reference and improve standards for their subject area.
<u>A3.2 Subject Leaders and phase Leaders</u>	<ul style="list-style-type: none"> Whole school work scrutinies of standard in Foundation Subjects as well as core subjects looking at progress across the phases from EYFS to UKS2

	EYFS
<u>A 5.1 - Continuous Provision</u>	<ul style="list-style-type: none"> Further develop a consistent approach to continuous provision (both indoors and outdoors) in all EYFS classrooms across the school which is high quality, fit for purpose, meets the needs of all children and that children use the provision appropriately with purpose. The provision (indoors and outdoors) must allow for the EYFS areas of learning to be fully embedded and children show consistently positive levels of well being and engagement in a purposeful environment.
<u>A 5.2 Adult Interactions</u>	<ul style="list-style-type: none"> Further develop adult interactions support children's learning and development
<u>A 5.3 EYFS Intent to Implementation</u>	<ul style="list-style-type: none"> To Further develop the EYFS curriculum ensuring and embedding a coherently well sequenced intent and ensure it is consistently implemented across all EYFS classrooms.

A5.4
Communication,
Language and
Learning

To further strengthen communication and language across all areas of the EYFS curriculum, particularly for disadvantaged and vulnerable children and those children who on entry are lower than the baseline expectation starting points