School Development Plan

Key Areas for development 2024 – 2026

Believe, Excel, Strive, Together

Every child has the right to learn, participate, feel safe and enjoy school.

Leadership and Management

Maintain highly effective Safeguarding systems.

Sustain an ambitious culture in order to achieve our priorities including working closely with local partner schools and LA.

Continue to implement systems which support leaders in enhancing their leadership skills (Middle & Senior Leaders).

All teachers to engage in high quality CPD which is shared across the school; ensuring progression and a knowledge based and interlinked curriculum, effectively supporting ECTs.

Engage and support families, especially the most vulnerable to secure good attendance and attainment.

Quality of Education

Ensure excellent teaching environments, where: teachers have strong subject knowledge, promote challenge for all and foster a love of learning.

All feedback clearly identifies strengths and next steps which enable and challenge pupils to improve their learning. Teachers then adapt T&L appropriately.

To provide inclusive teaching and learning across a broad and rich curriculum; utilising cross curricular links and outdoor provision (**phonics, reading fluency & writing are key priorities**).

Pupils read widely and develop effective comprehension skills (age appropriate) through the systematic development of skills and knowledge (phonics & early reading).

Early Years

Ensure learning is planned around the needs and interests of the learners and reflects the range of skills required to secure future progress.

Use accurate assessments to ensure all pupils make progress; prompt identification of pupils who are falling behind with swift implementation of appropriate support.

Improve the development of language (S&L) and writing through enriched child-initiated experiences; and direct adult teaching.

Work with partners to meet emerging needs of learners: SEND, RWM, wellbeing & communication.

Personal Development Behaviour and Attitudes

Pupils demonstrate a clear understanding and commitment to online safety and feel safe from all forms of bullying.

Persistent absence of the most vulnerable pupils remains too high. These pupils are not fully benefitting from all that school has to offer. Consider what additional strategies and support, both within and external to the school, the most vulnerable families need to further improve attendance. (Ofsted Nov 2022).

Through inclusive practices, including wider joint projects, EWMH provision is in place for all children and families to access.

Outcomes for children

Rapid and sustained progress for all groups of pupils; considering pupils' starting points and prior attainment.

Effective collaboration with external partners and local schools in sharing best practice and developing secure T&L practice.

Academic and pastoral support ensures good attendance and enables pupils from vulnerable groups to make rapid progress; including the use of the PP funding.