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| **School Development Plan Priorities 2023/24****School Logo** |
| 1. **High Quality Curriculum and Teaching**
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| **1a.** Improve outcomes to be **in line with or exceed national** and increase the number of **greater depth** in:* *phonics and reading*
* *writing and GPAS*
* *mathematics*

**1b**. To **improve standards** of handwriting. **1c.** To **improve standards** of oracy.**1d. Maintain %** of pupils **achieving GLD** in F2 to be **in line with or exceed national.****1e.** **Improve** **high quality ‘daily teaching’** **based on research** to **ensure consistently excellent provision** and **outcomes.****1f.** **Embed CPD** and **sustained professional development.****1g.** **Review, adapt** and **improve** the **use of diagnostic assessment** to improve outcomes across the core and foundation subjects.**1h.** Further **refine and review** the curriculum via a **systematic** and **systemic** approach to **all foundation subjects** to ensure children **‘know more and remember more’**. |
| 1. **Targeted Academic Support**
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| **2a.** To **review** intervention strategies across the school and ensure all interventions are **effective and impactful.** To ensure that intervention groups are **rigorously monitored** and **regularly reviewed.****2b**. To **ensure SEND children** are supported through a range of strategies including **intervention** and **quality first teaching**. To ensure the progress of SEND children is **rigorously monitored.** |
| 1. **Wider Strategies**
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| **3a.** **Attendance improved** from **93%** to **97%** and **PA reduced to be in line with or better than national****3b**. Further **develop SLT team** and **middle leaders** to **drive effective change****3c.** **Refine** and **embed** current **safeguarding systems** utilising online recording system CPOMS**3d.** **Continue** to **develop the role of Governors** in holding leaders to account |
| **OFSTED 2022 AFI’s ( Section 5 inspection 14th & 15th November 2022)** |
| **What does the school need to do to improve?*** In some subjects, leaders are still finalising what they want pupils to learn and when some curriculum content should be learned. This means that, in these subjects, teachers are not as clear about how to design learning and this leads to some pupils having gaps in their knowledge. Leaders should finalise their curriculum thinking in these subjects so that teachers are clear about what pupils should be learning when this content should be taught.
* In a small number of subjects, teachers are still developing how to best adapt the delivery of the curriculum to meet the needs of some pupils with SEND. This means that, from time to time, some pupils with SEND are hindered in their learning of the intended curriculum. Leaders should ensure that staff are supported well to adapt how they deliver the curriculum for pupils with SEND so that this group of pupils can learn the same ambitious curriculum as well as their peers.
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