



School Development 2023-4

Key Priorities

The over-arching whole-school priorities for 2023-24 are outlined below. This is a working document, which starts in August/September with broad outlines of intended action and is regularly reviewed, with detailed actions and outcomes added.

Progress will be reviewed at least half-termly (whole-staff and SLT) and actions and impact updated accordingly.

School Development 2023-4

To raise outcomes in Reading assessment in every year group

Further develop the Humanities curriculum, to include mapping of specific knowledge by year group (OfSTED inspection outcome)

1) Key Priorities 2023-24

To continue to further develop an increasingly effective, financially viable and appropriate provision for pupils with high level and complex special needs

To improve attendance across all year groups

School Development 2023-4

To raise outcomes in Reading Assessment in every year group

Rationale: While outcomes are typically above national average, 20-25% of pupils leave Y6 not meeting the expected level.

Take action to encourage and support more reading at home

Rationale: There is a clear link between amount children read and their outcome by end of year 6. Capacity to read more in school is limited by time and staff resources.

Focus on development of vocabulary and literary devices

Rationale: Analysis of 2023 Reading SAT papers suggest the issue is not with being able to read: decoding is strong and fluency is already being addressed. The limiting factor for many children appears to be depth of vocabulary

To redevelop the Library

Rationale: To relocate and redesign the Library to make it more accessible, more engaging, so that it can be a community resource.

Focus on improving the quality and challenge of texts read in school

Rationale: Analysis suggests the level of vocabulary expectations in end of Y6 tests exceeds that children are regularly exposed to.

School Development 2023-4

Further develop the Humanities curriculum, to include mapping of specific knowledge by year group (OfSTED Inspection outcome)

Research and implement a re-organisation for the current topic themes for focus on contextual/disciplinary knowledge

Review and revise topic themes

Rationale: 2022 inspection raised mapping of knowledge and progression as a limiting feature in the judgement, effectively precluding Outstanding

Rationale: Themes currently have a values 'driver' with contextual knowledge flexibly formed around those. Reversing this, contextual knowledge to drive with values as an overlay, would enable us to map knowledge formally.

Rationale: See left and also pupil voice (survey) suggests declining enjoyment and engagement - the current themes are 'past their sell-by date'

School Development 2023-4

To continue to further develop an increasingly effective, financially viable and appropriate provision for pupils with high level and complex special needs

Rationale: To build on progress made last year with the introduction of the Hive and Orchard as alternative provision.

To redevelop the physical spaces for the Hive and Orchard, considering amalgamating the two into one location

Rationale: A number of pupils, notable in EY and KS1 are not able to engage with the prescribed curriculum or to cope in a classroom environment.

To re-focus responsibility and accountability for pupils accessing the provision to class teachers

Rationale: Quality assurance processes and parental feedback suggested that accountability was transferring towards support staff.

Improve the quality of resources available to children/staff

Rationale: The increasingly complex (especially sensory) needs presenting are not matched by the quality and range of resources currently available.

School Development 2023-4

To improve attendance across all year groups.

Raise accountability of class teachers for attendance in their own classes

Rationale: While above Trust and National average, attendance has not recovered post-Covid as well as expected by comparison to other Trust schools.

Rationale: Teacher Standards include to develop good learning behaviours. This includes attendance.

Class teachers to have a whole-class approach and also identify target individuals or groups.

Identify and take actions to develop children's resilience around health

Rationale: Data analysis suggests that amount of time lost to minor illnesses and ailments such as coughs, colds and tiredness has risen.

Identify and take actions to raise parental awareness of the issues caused and the possible consequences of low attendance

Rationale: Community voice (survey) suggests a lack of awareness of a) how learning works and the impact on that of absence and b) the current legalities and sanctions that may arise from term-time absence.

School Development 2023-4

A review and re-organisation of swimming

To continue to develop the creative arts offer and gain the Artsmark accreditation

**2) Other whole-school priorities
2023-24**

To continue to reduce the environmental impact of operation

To increase 'active' teaching

School Development 2023-4

A review and re-organisation of swimming.

Rationale: 2022-23 review showed weak progress. 25% of Y6 still unable to meet statutory standard. Negligible numbers of non swimmers converting to swimmers, even with an extra year in Y5.

To continue to develop the creative arts offer and gain the Artsmark Accreditation

Rationale: Review of Art commenced post-Ofsted (re content and knowledge). Very preliminary stage of accreditation process started. To be continued.

To continue to reduce the environmental impact of operation

Rationale: Eco-schools award (2022-23 Key Priority) achieved. Focus on energy consumption and consumption of single-use plastics in 2023-24. Also a Trust priority 23-24.

To increase 'active' teaching

Rationale QA (observation) and pupil-voice suggests a decline in teacher involvement in the body of lessons; a tendency to be 'behind the desk' after the initial input.

School Development 2023-4

To investigate alternative models of transition for children from different settings as they start Reception.

To tackle the growing trend of non-FSM WB boys who are not achieving GLD.

EYFS Priorities 2023-24

To support colleagues in Year 1 to deliver their curriculum through Continuous Provision.

To use EY staff expertise/ training materials to up-skill TAs working within the SEND provision.

School Development 2023-4

To investigate alternative models of transition for children from different settings as they start Reception.

Rationale: Evidence of a gap in entry attainment, 'settling in' and outcomes between children who attended Parkdale Nursery and those who did not. How can we better support admissions from other settings?

To tackle the growing trend of non-FSM WB boys who are not achieving GLD.

Rationale: Attainment gap (percentage GLD) for White-British boys who are not FSM/PP appears to be growing on a three year trend. 57% GLD in 2023, lower than LA average (64%).

To support colleagues in Year 1 to deliver their curriculum through Continuous Provision

Rationale: EY Team have the capacity to support the changes and coach/train KS1 colleagues. Also have knowledge of the cohort. The EY team concerns itself with the progress of all children throughout their journey, not just whilst they are in EY.

To use EY staff expertise/ training materials to up-skill TAs working within the SEND provision.

Rationale The new enhanced provision is staffed by colleagues, some of whom have not recently worked in KS1/EY. Much of the need in this provision is best supported by practitioners confident with good EY practice.