

SEMLEY CE VA PRIMARY SCHOOL

The Quality of Education

Leadership and Management

Behaviour, attitudes and personal development

Early Years

SCHOOL DEVELOPMENT PLAN 2024 – 2025

INTENT

Ensure the curriculum is sequenced effectively to ensure that the skills and knowledge are accessible for pupils whatever their journey through the school

Ensure that leadership within the school impacts directly on the learning experiences that the children have

Ensure that the children of Semley School understand the importance of the Vision and Values and are able to represent this in their school and home life

Focus on opportunities for developing writing especially independence and confidence building on the foundation that ULS gives with phonics

IMPLEMENTATION (ACTIONS)

- ◆ Work on developing Phonics scheme that began last year to ensure it is deeply embedded and impacting all areas of reading and writing
- ◆ Following a review of commercial schemes move to use of *Teachers' Collection* to improve quality of History and Geography curriculums
- ◆ To review the progression of all curriculums to ensure that this supports good knowledge retrieval for all pupils
- ◆ Ensure TA team are skilled and effective at interventions needed to support children's academic journey
- ◆ Continue work on Cohort Files to accurately track assessment of individual pupils and cohorts across the school
- ◆ Monitoring to ensure that Quality First Teaching is consistently delivered across the school
- ◆ Focus on oracy and listening skills to Improve written skills in all subjects

- ◆ Ensure enough time is given to staff to fulfil SEN requirements and that they are supported by the SENCO with this
- ◆ Supporting professional development of all leaders within the school
- ◆ Being mindful of workload of staff within a small school and developing smart strategies to improve this
- ◆ Support the new TAs within the team to ensure that this pivotal role continues in supporting those children who need it
- ◆ Support the push on oracy across curriculums—all subject leaders to help
- ◆ Continue developing the structure of subject leadership within the school (Year 1 of new 2 year rolling program)

- ◆ Continue to discuss the Vision within School and Collective Worship
- ◆ Ensure that stakeholders are clear on the vision
- ◆ Ensure new staff are clear of behaviour expectations
- ◆ Continue to utilise links within the local community to widen our pupils personal development
- ◆ Consider the ways that pupils have a voice within the context of the Vision and Values of the School
- ◆ Link Collective Worship closely with the Values

- ◆ Developing fine motor skills to support writing
- ◆ Ensure that children are Year 1 ready
- ◆ Ensure continuous provision supports the development of fine and gross motor skills to support writing
- ◆ Effective use of Teaching Assistant to support development of writing
- ◆ Ensure that oracy skills are embedded to help with writing

IMPACT

The delivery of the curriculum ensures that children make expected progress in all subjects. Aim for the phonics screening scores to be improved.

That clear leadership allows the staff to deliver curriculums with focus and clarity to ensure the progression and skills acquisition of the children is robust.

That all stakeholders feel confident about the School Vision and Values.

On completing Early Years children are able to demonstrate independence in their writing and apply this to other areas of the curriculum whilst being Year 1 ready.