

Southwold Primary School Development Plan

Broad Overview 2024-25

Whatever It Takes

Slower Learner outcomes:

- Teaching enables pupils to 'keep up' and 'not catch up'
- Directed use of TAs assigned by learning/SEND needs
- Data outcomes support targeted interventions

Pupil Outcomes:

- Quality of teaching and learning: rigorous, consistent, systematic approach across whole school
- Adaptive teaching enables all pupils to meet expectations
- Testing and subsequent outcomes to bridge gaps in knowledge
- Increased attainment at EXP and GDS in core and foundation subjects

Broader Curriculum

Foundation Subjects

- Leaders of Learning driving improvement across all subjects
- Subject overviews of learning mapped over one or two year cycle
- Subject knowledge, skills and understanding end points specified
- Sequences of learning evidence progression of skills knowledge and understanding overtime. Build-up of skills and understanding in ALL foundation subjects
- Phase group planning builds upon progression of skills
- Teachers make clear links to pupil prior learning, current and next lesson learning
- Pupils 'core knowledge' deepened to enable recall of prior learning and key knowledge, through a spiral curriculum
- Foundation subject objectives = summative assessments; formative assessment analysis
- Pupil knowledge organisers support core learning in subjects
- Enhanced teacher subject knowledge = CPD
- Partnerships engaged linked to curriculum

Quality First Education

Core Curriculum:

- EYFS curriculum equips pupils with key skills to support transition to KS1
- Whole school systematic phonic and spelling scheme
- Raise outcomes in maths: embed maths fluency into regular maths lessons, (continued focus on mental arithmetic, times table and maths facts) and develop reasoning skills
- Raise outcomes in reading: Improve fluency, understanding texts and answering comprehension questions skills to using key skills to raise outcomes
- Reading opportunities across the whole curriculum
- Embed a Reading for Pleasure culture
- Raise writing outcomes: technical accuracy and fluency (transcriptional skills: spelling, grammar and handwriting), use of high quality texts and genre progression
- Improved presentation across all subjects
- Revisit and embed core skills to bridge gaps

Assessment and Target Setting:

- Use of Arbor to set and track pupil targets
- Use of test outcomes (baselines and end of term) to bridge gaps in learning
- Targeting of bottom 20%, pupil not on track and SEND in planning and monitoring

Leadership and Management

- Quality of education is excellent in all areas
- Excellent leadership at every level
- Data used forensically to target gaps in pupils' learning
- Strengthened transition from EYFS to Lower Phase (Years 1, 2 and 3)
- Robust cycle of high quality and relevant CPD
- Rigorous monitoring cycle of all subjects by all Leaders of Learning and Governors
- Rigorous appraisal cycle for all staff
- Support staff emotional wellbeing and mental health
- Systems to support teacher workload

Behaviour and Attitudes

Attendance

- To further improve expected attendance statistics to be in line with national

Behaviour and Attitudes

- To further embed behaviour strategy with staff and pupils
- To embed core values to support behaviours for learning
- To develop pupil play literacy and improve self-regulation through their own agency

Personal Development

- To develop creative curriculum model to further embed arts and cultural education throughout the curriculum
- To develop pupils creative thinking skills, problem solving and aspirations
- To achieve the Achieve Well Award to support and promote pupils wellbeing and mental health

Broadening Horizons Through Lifelong Learning