SCHOOL DEVELOPMENT PLAN OVERVIEW
2023-2024

Priorities for Quality of Education (Curriculum Development)	Priorities for Behaviour and Attitudes (Positive Relationships and Wellbeing)
- To ensure all aspects of the Oracy Framework underpin our school curriculum; teachers and leaders understand how this can support children's language development to allow them to access the curriculum more effectively. - To refine our curriculum to ensure our school offer supports children to build on prior learning and make progress; preparing them for the next stage of learning. - To refocus the writing curriculum to ensure children are secure in grammar, punctuation and spelling to support their progress in writing.	- To continue to develop and enhance our practices and approaches that support the emotional and physical wellbeing of all children. - To continue to improve overall rates of punctuality for all groups of pupils, particularly children who are classed as persistent absentees.
Priorities for Personal Development	**Priorities for Quality of Early Years**
- To ensure pupils have a good understanding of fundamental British values and are prepared for life in modern Britain. - To ensure the curriculum and experiences offered support the children to show respect for the different protected characteristics and celebrate the things we share in common while being respectful of our differences.	- To create a creative, stimulating, well-resourced learning environment that supports our coherently planned and sequenced curriculum, developing independent learners who are ready for the next stage. - To ensure a clear focus on developing children's vocabulary and Oracy skills which supports their development of knowledge and skills across the Early Years curriculum.

Priorities for Leadership and Management

- To develop strategies that promote and develop mental health and wellbeing – embedding these in the curriculum and designed to meet the needs of the pupils specific to their social and emotional needs and developmental age.
- To begin to develop a culture of coaching in school that supports individual staff and teams to take responsibility for their own learning and to achieve their goals.
- To enhance the skills of staff in the new subject teams to ensure an appropriate and effective curriculum is in place; ensuring leaders at all levels effectively monitor areas of responsibility and assessment procedures.