



Seaton Sluice First School School Development Plan Priorities 2024-25

AREA	Priorities
The Quality of Education	<p>Little Wandle phonics programme- embedding and building upon progress of first year including consistent delivery of SEND programme. Training of all new staff prioritised to ensure fidelity of scheme and consistency in delivery and expectation. Support from SLT for the Reading Leader to work in partnership with the new English Lead (SLT) in developing a robust curriculum across the school outlining expectation and clear progression of knowledge and skills.</p>
	<p>Mastery in Maths- embedding mastering number programme in EYFS and KS1. Ensuring consistency in teaching and learning across whole school. Continued CPD commitment including SLT (strategic) to ensure high standards in maths with maximised opportunities for reasoning and problem solving. Oracy (STEM sentences) clearly evident across all pupils.</p>
	<p>Smooth transition to support the effective formation of expanded SLT to include new Assistant HT. Clear handover outlined referencing timeline and tasks. SEND review to be arranged for Autumn 2024 with action plan detailing high, medium, low priorities for school development. Further CPD planned for staff to improve understanding of quality first teaching and learning to enhance/build upon school's 'Ordinarily Available Provision' across school that is consistent and effective.</p>
	<p>Moderation of the curriculum: organisation of 'Teams' to monitor and quality assure the highest of standards that reflects the school's planning in all curriculum areas.</p>
	<p>Pupil Premium pupils- formation of 'Working Together' group</p>



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<p>Behaviours and Attitudes</p>	<p>Attendance- focus group led by SLT to provide support to parents and carers, enhanced offer of enrichment to drive further engagement/motivation resulting in significantly improved attendance.</p> <p>Achievement- interventions carefully monitored with pupil premium group being specific focus. Additional pupil progress meetings offered to parents/carers with regular updates. Prioritised access to THRIVE based activities for both children and families.</p>
	<p>Improved opportunity for modelling expectations of behaviour and application of THRIVE strategies in supporting pupils during lesson time. Teachers (breaktimes) and Teaching Assistants (Lunchtimes) delivering clear plan of support for pupils across the school utilising outdoor areas being developed to support well-being.</p>
	<p>Formalisation of a weekly class ‘Monday meeting’- reflection on previous week and agreeing a target/focus or having class discussion on current themes/issues. Emphasis on keeping children safe online and restorative approaches to relational practice.</p>
<p>Personal Development</p>	<p>Consistency in THRIVE approach within the classroom. Audit conducted in each class in Autumn term to identify stage of development and key priorities. Area to be set up or resources available to pupils reflective of THRIVE approach to developing long-lasting, trusting relationships that can be built upon.</p>
	<p>Pupil Leadership in Key Stage 2: Organisation of all pupils to include opportunities for pupil voice and increased leadership. Pupils organised into House Teams with points awarded for responsibility, demonstrating school values, following golden rules and</p>



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	<p>using initiative to successfully carry out extra responsibility. Additional opportunities for monitors across school to include: Reading Leaders, Singing Leaders, Outdoor Leaders, Lunchtime Leaders (indoor and outdoor), ICT Leaders and Office Leaders.</p> <p>School Council to be re-formed in Autumn term with pupils voting on two pupils to represent their class as a result of interested pupils preparing a short speech. Meetings to take place every half term.</p>
<p>Leadership and Management</p>	<p>Leaders review strategic roles across school and present revised plan outlining SLT areas of responsibility to staff. Weekly SLT meetings include regular evaluations of roles and planning allocation of roles in accurate and reflective of new plan.</p>
	<p>Calendar of monitoring that is accurately focussed on school development plan priorities is produced and delivered. This should also include impact statements and details of further interventions or improvements to be made.</p>
	<p>Prioritisation of time to support training requirements of SLT specific areas of responsibility: HT (Senior Mental Health), DHT (Safeguarding and Curriculum), AHT (Lead SENCO)</p>
<p>Early Years Foundation Stage</p>	<p>The set up and development of an EYFS unit to further benefit pupils in Nursery and Reception. Newly planned environment to be established, based on discussions and work with external consultant centred around curiosity and the importance of a language rich environment and curriculum.</p>
	<p>Maximised opportunities to further develop speech, language and PSE based learning with staff planning together and understanding the importance of making every minute count with no pupil being left behind.</p>



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	<p>Implementation of a musical approach to learning in EYFS with emphasis on language rich learning to include musical elements and embedded routines, represented through song. Linking stories to singing and language to musical representations. Strategy created based on 'Importance of Music in EYFS' which is included within weekly planning.</p>
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