

Quality of Education – Curriculum focus - Further develop the progression in key knowledge and skills alongside vocabulary in foundation subjects with a focus on HIGH expectations and innovation in the classrooms

Further Improve outcomes in writing through the development of Talk4Writing and Write Way Forward and further develop writing stamina across all foundation subjects.

Improve mental maths facts (numbots/TT Rockstars/Plus 1 and quick fluency of recall of these facts to apply in Mathematics with a focus on targeted marking to move learning on.

Ensure scaffolding for ALL pupils in all subject areas and use of Ordinarily Inclusive Practice document to adapt the curriculum for SEND learners.

Improve outcomes in KS2 for Grammar, Punctuation and spelling.

Further embed Rosenshine's methodology into our teaching and learning in all curriculum areas

The use of VR headsets to enrich the curriculum and develop the children's understanding of the world.

Personal Development – Improve field trips out locally to improve 'cultural capital' and understanding of 'community'.

Increase opportunities to speak to members of the community Eg Parish Council, The Anchorage and the Church.

Responsibility – influence leadership roles in all year groups. Eg Prefects, Sports Leaders

Increase awareness of diversity with links to another school.

Inter and intra house sports events for the children and the introduction of sports leaders.

Look at 60 minutes of active learning within each day and focus on those who are less

ST MARY'S
CofE (AIDED)
PRIMARY
SCHOOL,
PULBOROUGH

2024 - 2025

EYFS (+Y1) Set up learning areas within the Early Years linked to vocabulary and skills and knowledge with clear routines and timetabling. Vocabulary taught explicitly with NELI programme for those with speech and language difficulties.

Embed the new curriculum in EYFS and provision to provide learning opportunities for children to engage with continuous provision. Adults coming alongside each activity to enhance vocabulary.

Higher percentage of children able to write a sentence or phrase – daily fine motor and writing opp.

Focus on assessment following changes to the curriculum.

Focus on letter formation linked to phonics.

Behaviour and Attitudes

Focus on Government guidance for children around safeguarding and sexual harassment and add to relevant policies.

Review of pupils with behavioural difficulties and the use of Ordinarily Inclusive Practice document to meet the needs of pupils.

Zones of Regulation to be further embedded to help pupils manage their behaviour effectively.

Leadership and Management

Focus on tailored support for Middle Leaders – supportive observations by subject leaders to create a culture of shared CPD and develop subject knowledge.

Middle leaders to articulate provision and adaptations in their subject area. Leaders should ensure that in completing their curriculum review, it is clear how pupils' learning builds from early years and how it meets the needs of SEND and G&T

Development of subject handbooks for development of spirituality in the curriculum.

Learning Environment - Staff and children wellbeing – Designated wellbeing leads established and having impact on staff wellbeing

Quality of learning, collaboration and the variety of curriculum areas to be reflected in the learning environments.

Reading importance reflected in the learning environments

Vocabulary displayed and referred to in every lesson and on working walls with knowledge organisers.

SIAMS foci

Enable staff to recognise spiritual opportunities across the curriculum and to explore them more deeply with pupils and ensure these are present in subject handbooks.

Expand opportunities for pupils to deepen their understanding of living in a multicultural and diverse world.

Provide opportunities for pupils to use their knowledge and understanding to plan, lead and evaluate collective worship as true spiritual partners.

Visits and visitors to places of worship and to engage with leaders within different faiths.