

## Highfield School Development Plan Priorities 2021-2022

| What the School Self-Evaluation tells us:  | What the School Improvement Priorities are:  |
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| <b>Quality of Education</b>  |  |
| <p><b>The school's curriculum intent is ambitious and embedded securely and consistently across the school. It is evident from learning walks, work in children's books, discussions with pupils and pupil outcomes, that teachers have a clear understanding of the school's curriculum intent and what it means for their practice.</b></p> <p>1.To continue to develop staff to ensure best practice is consistently embedded in daily practice across the school.<br/>           2.For staff to be aware of how maths skills and knowledge build in the curriculum over time.<br/>           3.To consolidate and further improve the consistent, structured approach to reading across the school.<br/>           4.To support children to clearly articulate how they learn best, talk confidently about what they have learnt and reflect on how this is linked to previous learning.<br/>           5.To provide bespoke interventions and support to enable children to keep up and catch up with their peers.</p>  | <ol style="list-style-type: none"> <li>1. To embed a range of questioning and feedback techniques to maximise engagements and secure understanding of all children.<br/>To further embed long term memory and retrieval techniques to ensure knowledge is remembered.</li> <li>2. Maths lead to map skills and knowledge across curriculum and ensure teachers take account of the progression map in their planning and teaching.</li> <li>3. Reading progression map, planning and expectations shared with staff to ensure consistency and progression.<br/>To evaluate, choose and train staff in a new, integrated phonics scheme.<br/>A relentless drive for best practice in achieving reading fluency and targeting underachieving children throughout the year.</li> <li>4. Planned opportunities for peer and self assessment.<br/>CPD focus on development of teaching and understanding of the spiral curriculum.</li> <li>5. Carefully chosen, bespoke catch-up programs, including tutoring, for identified children are planned, taught and evaluated for effectiveness.</li> </ol> |
| <b>Behaviour and Attitudes</b>   |  |
| <p><b>Pupils' behaviour is exemplary; They demonstrate high levels of self-control and consistently positive attitudes to their education. The school's Core Values of Respect, Cooperation and Kindness are embedded into the culture of the school.</b></p>  | <p>No new priorities.</p>  |
| <b>Personal Development</b>  |  |
| <p><b>The school consistently promotes the extensive personal development of pupils and goes beyond the expected so that pupils have access to a wide, rich set of learning experiences both during and after school. The school has a well-thought out and sequential PSHE curriculum. This supports children in dealing with issues in school and beyond.</b></p> <ol style="list-style-type: none"> <li>1. To develop responsible, respectful and active citizens who are able to play their part in the school and the wider community.</li> <li>2. To develop and deepen pupils' understanding of the fundamental British Values.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Raise the profile of making links with the wider community and encourage staff to look for opportunities to do this.</li> <li>2. Continue to ensure British Values are promoted across the school and facilitate links with British Values and other Curriculum Subjects wherever possible.</li> </ol>   |
| <b>Leadership and Management</b>   |  |
| <p><b>Leaders have a strong and clear vision and set of values for their school with a clear sense of direction and purpose. These are shared widely and clearly understood and supported by all staff. Leaders focus on improving subject pedagogy and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment. Leaders have cultivated a culture of support, respect and teamwork.</b></p> <p><b>Those who are responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy and hold leaders to account for the quality of education or training.</b></p> <ol style="list-style-type: none"> <li>1. Subject leaders ensure that teachers receive focused and highly effective professional development to improve teachers' understanding of how previous knowledge can be built on and we can prepare children for what comes next.</li> <li>2. For Governors to revisit the school vision and strategy.</li> <li>3. Children contribute more to the assessment of their own work.</li> </ol> | <ol style="list-style-type: none"> <li>1. For subject leaders to lead subject specific CPD and to quality assure teachers have a thorough understanding of how previous learning can support children's development of knowledge and skills and how it can prepare them for what comes next.</li> <li>2. For Governors to review the school's current vision to ensure it meets the needs of the school, particularly considering the impact of the pandemic and for Governors to ensure that the school has a clear strategy for achieving that vision.</li> <li>3. Planned opportunities for a range of peer and self-assessment.</li> </ol>   |
| <b>The Effectiveness of Early Years Provision</b>  |  |
| <p><b>The EYFS curriculum is exceptional. It provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning.</b></p> <ol style="list-style-type: none"> <li>1. To successfully implement the new EYFS curriculum.</li> <li>2. To ensure staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge, in order to reduce the language gaps between groups.</li> <li>3. To train staff to implement the Nuffield Early Language Intervention to enable targeted pupils to catch up with their peers (focus on speech, language and communication).</li> </ol>  | <ol style="list-style-type: none"> <li>1. To further emphasise and improve children's communication skills through high quality interactions and play-partnering.<br/><br/>To accurately administer the new Reception Baseline Assessment</li> <li>2. To evaluate, choose and train staff in a new, integrated phonics scheme.<br/>Supported guided reading groups.</li> <li>3. Train and deliver NELI programme to targeted children identified for keep up/catch up.</li> </ol>  |

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