



Highfield School Development Plan Priorities

2024-25

What the School Self-Evaluation tells us:

Quality of Education

The school has created an excellent broad and balanced curriculum. All curriculum areas have been planned to ensure a progression of skills and knowledge in each year group and from year to year. Teachers are aware of how the brain develops concepts and how it encodes them.

We systematically develop children's knowledge and skills through a sequential curriculum that is relevant to our pupils.

Teachers have strong subject knowledge which they use to deliver purposeful lessons throughout the whole curriculum.

Pupils develop detailed knowledge and skills in reading, writing and maths and as a result, achieve well. This is reflected in the results from national tests that consistently are in line with or exceed national results at EY, Phonics and KS2.

Behaviour and Attitudes

The school's behaviour policy sets out clear expectations and this is seen in the calm and purposeful manner that the school runs. Behaviour on the whole is excellent.

The school has a detailed awareness of issues affecting children's safety, including local issues, and provides training and support for children and their families to help them stay safe.

The school continues to promote the mental health and well-being of the whole school community.

There is excellent behaviour throughout the school and this supports pupils' academic progress.

A growth mindset is encouraged throughout the school and all pupils are taught that making mistakes is an important part of the learning process.

Personal Development

The school consistently promotes the extensive personal development of all pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of learning experiences. This includes a wide range of trips beyond the school environment that inspire and deepen children's understanding of the world around them. The way the school goes about developing pupils' character is consistent and embedded in the school culture.

Highfield is a Place2Be school with counsellors providing support for children and families.

The school has a well-thought out and sequential PSHE curriculum that supports children in dealing with issues in school and beyond.

Diversity is celebrated both in the day-to-day running of the school and throughout the carefully crafted curriculum.

Leadership and Management

Leaders and Governors 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 stakeholders.

Leaders focus on improving subject pedagogy and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment.

Effective monitoring ensures that high quality provision for all pupils is consistent across the school.

The Effectiveness of Early Years Provision

The EYFS curriculum provides opportunities for all children to achieve regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

Staff ensure that the content, sequencing and progression in the seven areas of learning are secured as appropriate, so that it gives children the necessary foundations for the rest of their schooling.

The EYFS Curriculum and care practices ensure that the context of pupils is taken into consideration, with particular consideration for the needs of EAL, SEND and disadvantaged pupils.

Planning is based on the children's interests and reflects the high expectations staff and pupils have of the children.

Reading is a central focus throughout the EY curriculum.

What the school improvement priorities are

Quality of Education

To embed 'Check for Understanding' Walkthru Strategies.

To embed the use of technology across the curriculum.

To increase opportunities for creative and hands-on and outdoor learning (incl. Creative Writing).

To develop and implement a whole school long term writing plan so that all pupils have varied writing opportunities.

To ensure that maths lessons have the correct balance between arithmetic and reasoning and that reasoning is an integral part of the maths curriculum.

Behaviour and Attitudes

To review and adapt the behaviour policy and systems so it is in line with the culture of the school

Personal Development

To develop responsible, respectful, active citizens

Leadership and Management

Have systems in place to ensure that SLT continues to work effectively

Establish and develop the nurture group so there is high quality teaching and learning focused on the needs of the children attending

The Effectiveness of the Early Years Provision: Quality and Standards

Ensure high quality teaching of phonics is embedded throughout Early Years