

## **St Francis School Development Plan 23-24**

### **Key Aims for the 23-24 School Development Plan.**

<b><u>Overall aim:</u></b>		<b>To ensure excellence in school provision.</b>	
<b>Aim</b>	<b>Rationale</b>	<b>Success criteria</b>	<b>Actions</b>
<b>Quality of Education:</b> To ensure that the curriculum is broad, balanced and sequenced carefully ensuring that pupils have frequent opportunities to know more and remember more.	<p>The curriculum has developed considerably; however, some elements of sequencing and pedagogy are not yet precise and clear enough for pupils to deepen their knowledge or recall and apply their prior learning across subject areas easily enough.</p> <p>Oracy skills of pupils and practices of staff have developed considerably, however the consistency of practice and the focus on pupils using high quality language precisely needs to be embedded.</p>	<p>Curriculum planning and implementation, including the introduction of Little Wandle phonics scheme will consistently demonstrate a clear sequence of learning which focuses on ensuring that key knowledge and skills are prioritised.</p> <p>Learning will be presented to pupils in a manner which enables them to articulate clearly what the key components and learning will be designed to increase opportunities for pupils to revisit, rehearse and apply their new knowledge.</p> <p>Pupils will have improved skills, knowledge and vocabulary to structure and express their thinking and understanding which will help them to express more robustly how aspects of knowledge are linked together.</p>	<ul style="list-style-type: none"> <li>• Implement Little Wandle phonics.</li> <li>• Refine sequences of learning so that knowledge and skills are articulated in a consistent and precise format and the curriculum is focused on key components.</li> <li>• Develop a broader range of mechanisms to assess pupils' knowledge and skills.</li> <li>• Review impact and revise block teaching as a pedagogy for supporting pupils knowing more and remembering more.</li> <li>• Develop Oracy skills and knowledge of pupils so that consistently pupils can articulate their thinking and recall their learning using high quality language.</li> </ul>
<b>Behaviour and Attitudes:</b> To ensure that behaviour expectations are more clearly known and embedded consistently.	<p>OPAL has been launched successfully and is providing richer opportunities for pupils at lunchtimes. The programme is designed to take 18 months to implement, and school is 10 months into to implementing. OPAL needs to be embedded so that is sustained. School has not revised the behaviour rules since opening. There are too many</p>	<p>New behaviour rules launched, displayed, understood, and articulated by pupils, staff and parents.</p> <p>A new behaviour code consistently applied by all so that pupils and staff are clear about boundaries.</p> <p>Parents are clear about the code and their own code of conduct including the communication policy.</p>	<ul style="list-style-type: none"> <li>• Continue to embed OPAL play provision so that playtimes are purposeful and fun.</li> <li>• Rewrite behaviour expectations so that they are simpler and encourage pupils to take responsibility for their own</li> </ul>

	sets of rules – school, class and outside, which is too much for pupils to remember and retain and therefore follow. By reducing the code and ensuring that it is applicable in all parts of the school day, consistency amongst staff and children should arise. This agreed expectation includes visitors and parents so that a greater understanding is achieved more quickly amongst all members of the school community	OPAL play structures and mechanisms embedded so that school achieves the award.	actions and thereby develop greater self-control. <ul style="list-style-type: none"> <li>• Ensure that all members of the community are aware of the agreed codes of conduct, such as the parent code of conduct.</li> </ul>
<b>Personal Development:</b> To ensure that the curriculum and the life of the school reflects the diversity of our community.	Increasingly St Francis CEVA Primary reflects a greater diversity within its community. This can lead to pupils misunderstanding one another. We want to ensure that our school provides a space to ensure that all feel welcome and included as far as possible. The vision of the school is known by some but is not clear and known by all, nor does it necessarily reflect the community that St Francis CE VA Primary serves currently.	An updated vision launched to the whole school community which incorporates the shared vision of staff and children of this CofE E Primary school. The vision will be understood, and pupils will be able to articulate the vision and core values of this school, underpinned by Christian teachings.  The discrete PSHE curriculum as well as events, trips, activities, and learning will seek to provide greater opportunities for pupils to develop their understanding of living in a diverse society where everyone is equal.	<ul style="list-style-type: none"> <li>• Review the diversity and equality taught in PSHE curriculum and adjust to make the curriculum more relevant for our community.</li> <li>• Launch the new vision for our school so that everyone is clear about the mission of the school to educate and nurture the children and their families.</li> </ul>
<b>Leadership and Management:</b> To continue to embed the new structures and systems, further developing the capacity of middle leaders.	The SLT is now established and with the promotion of existing Phase leaders, there is an opportunity to develop a new cohort of phase leaders. Subject Leaders have had considerable training and time which has enabled them to develop their skills and knowledge as leaders. School has capacity through mentoring and non-contact time to develop those new to leadership. Governance structure and organisation needs to be updated so that workload is realistic but enables them to	New phase leaders appointed with clear lines of responsibility and time given to carry out duties so that leadership is more distributed. New subject leaders are working in teams and mentored by experienced leaders with access to training and time so that they can lead and manage their subject area successfully. Communication policy for school community shared and enacted so that staff and parents can locate information independently.	<ul style="list-style-type: none"> <li>• Develop the role of phase leaders in KS2 and KS1</li> <li>• Continue to develop the communication systems so that information is as accessible as is possible.</li> <li>• Develop the governing body's ability to hold the school to account, by reviewing time commitments, structure, and organisation.</li> </ul>

	continue to hold school leaders to account.	Governor meetings and timings are altered to ensure that they are not too frequent, and that work is focused on driving school improvement.	
<b>Early Years Foundation Stage:</b> To ensure that provision meets the needs of learners and deepens and broadens children's understanding so that they are ready for the next stage of their school career.	Teaching staff changes has provided the opportunity for a fresh direction. Staff appointed are experienced but new to role in this school. The desire is for the phase to work more cohesively, developing a breadth of experience and mechanisms to support children with making meaningful next steps	Phonics is implemented successfully in the phase using Little Wandle so that children are acquiring new phonic skills and knowledge rapidly and robustly. Interventions are used successfully to support children to keep up and catch up. Planning for the next steps is used consistently across the phase and articulated clearly so that all staff are aware of them and can support them effectively, whether they are children in their own class or are across the phase. The wealth of experienced practitioners is shared so that all staff can learn from one another and develop their practice with the new phonics scheme, Oracy, meeting needs and developing next steps.	<ul style="list-style-type: none"> <li>• Develop planning so that is a consistent approach and enables all practitioners to support children's learning.</li> <li>• Develop practice so that children can use all aspects of the Foundation stage facilities and staff are able to support and develop all children equally well.</li> <li>• Access and implement appropriate training for Little Wandle</li> </ul>

## How will our school improve in 23-24?



My learning will be  
organised even  
better to help me.  
(QoE)

I will be able to  
take greater  
responsibility.  
(BA)

My learning will  
help me know  
how everyone is  
connected.(PD)

I will know  
which adults might  
help me best with  
my learning. (LM)

My learning will  
be exactly what I  
need to help me  
develop. (EYFS)