

**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.

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

Improve mental maths facts and quick fluency of recall of these facts to apply in Mathematics

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

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.

**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

**Personal Development**

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.

Increase awareness of diversity with link to another school.

Extend club offers across the year.

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

**2023 - 2024**

**Learning Environment**

Autism Aware Award to be finalised and to collect pupil voice around the environment for learning.

Staff wellbeing – Designated wellbeing leads established and having impact on staff wellbeing

**EYFS (+Y1)**

Set up learning areas within the Early Years linked to vocabulary and skills and knowledge

Embed the new curriculum in EYFS

Focus on assessment following changes to the curriculum

Vocabulary taught explicitly with NELI programme for those with speech and language difficulties.

EYFS provision to provide learning opportunities for children to engage with continuous provision.

**SIAMS foci**

Enable staff to recognise spiritual opportunities across the curriculum and to explore them more deeply with pupils.

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.