



ST. MARY'S
ACADEMY TRUST



Elsecar Holy Trinity Primary Academy

School Development Priorities 2023/2024

OFSTED 2018 – What does the school need to do to improve further?

- *Continue to improve the quality of teaching and learning by ensuring that staff provide appropriate challenge to all pupils.*
- *Continue to improve pupils' outcomes by: – increasing the proportion of pupils, including the most able pupils, who achieve the higher standards in writing at the end of Year 6 – ensuring that a greater proportion of pupils, including the most able pupils, achieve the standards in greater depth in mathematics at the end of Year 2.*
- *Continue to improve the quality of early years provision by ensuring that staff challenge most-able children as early as possible, so that a greater proportion exceed the early learning goals.*

The Main Priority Areas for development over the next twelve months are as follows: (Year 2 of 3)

<p>Priority 1: To ensure all children have access to a broad, balanced and well- resourced curriculum.</p>	<p>Rationale: Research undertaken by the EEF has found that high standards in literacy and numeracy are achieved by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way for us to develop well-rounded, happy individuals. We also recognise that staff need access to high quality resources in order deliver our vision.</p>
<p>Priority 2: To ensure that all children can confidently and accurately recall the multiplication facts which are pertinent to their year group. This is part of a three-year improvement programme.</p>	<p>Multiplication is the main tool for many forms of maths such as algebra, calculus, equations and more. The ability to rehearse and understand multiplications up to and including 12 by the final year of</p>

	<p>primary school will enable children to tackle more complex mathematical subjects confidently and skilfully.</p> <p>It also helps children to familiarise themselves and feel confident with the teachings presented to them as they progress through education</p>
<p>Priority 3: To place Reading and Writing at the heart of the curriculum.</p>	<p>The teaching of reading and writing is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences, and develop the vocabulary they need to effectively express themselves. Our curriculum strives to foster a lifelong love of reading and writing. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of evidence-based strategies and discuss what they read.</p>
<p>Priority 4: To inspire, connect and enrich the learning and life experiences of all pupils.</p>	<p>Learning opportunities are far greater when children have the chance to experience something first hand. Not only does it allow children the opportunity to use all their senses when they are exploring a new object or experience, but it also increases motivation, can improve behaviour as the child is more engaged, helps to develop communication and language skills as experiences give children something to talk about, and consequently, further develops their understanding of the world.</p>

Priority 1: To ensure all children have access to a broad, balanced and well- resourced curriculum.

Intent <i>(What are you aiming to achieve?)</i>	Implementation activities	Progress made towards outcome	RAG
Children can clearly and confidently demonstrate their learning in class and over time.	<ul style="list-style-type: none"> • Half termly interviews with children. • Regular monitoring and scrutiny of books. • Drop into lessons to assess teaching and learning. 		
All foundation subjects have sequential learning steps in place to support teaching and learning.	<ul style="list-style-type: none"> • KW to work with subject leaders on sequential learning plans for all foundation subjects. • Provide subject leaders with leadership time to plan and create sequences of learning. 		
Educational resources are used to enhance and support teaching and learning.	<ul style="list-style-type: none"> • Subject leaders to undertake resources audit and purchase where necessary. • Educational resources are stored correctly, and an inventory kept for future reference. 		

<p>Class teachers receive regular CPD opportunities linked to the wider curriculum.</p>	<ul style="list-style-type: none"> • Access support from the trust around CPD for staff. • Identify training relevant to subject leaders. • CPD forms part of all teacher's performance management targets for the academic year. • Closely monitor the impact of CPD. 		
<p>Subject leaders demonstrate an in-depth knowledge of their subject and support colleagues accordingly.</p>	<ul style="list-style-type: none"> • Subject leaders given leadership time to develop their subject knowledge. • Curriculum leader to work alongside leaders to identify staff who may require additional support through the monitoring cycle. 		
<p>Evidence in books is of a consistently high standard and shows clear progression of learning.</p>	<ul style="list-style-type: none"> • Staff undertake regular book looks to ensure quality and progression. • SLT undertake half termly quality checks on all subjects. 		
<p>Teachers plan tasks that meet the required learning outcome.</p>	<ul style="list-style-type: none"> • Teachers to receive training around task selection. 		

<p>Teachers cater for an increased number of children with EAL.</p>	<ul style="list-style-type: none"> • Appoint an internal EAL champion to support teachers. • EAL champion to attend BMBC EAL champion programme. • Provide feedback and training to teachers and support staff. • Identify resources that can be used in class to support teaching and learning. • Monitor and track the performance of EAL children across school. 		
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Priority 2: To ensure that all children can confidently and accurately recall the multiplication facts which are pertinent to their year group and developments in maths continue to address whole school issues.

Intent <i>(What are you aiming to achieve?)</i>	Implementation activities	Progress made towards outcomes	RAG
<p>Multiplication facts have a high profile in and around school.</p>	<ul style="list-style-type: none"> • Displays around school and in classrooms 		

	<p>promote the learning of multiplication facts.</p> <ul style="list-style-type: none"> • Maths leader to regular monitor and promote the learning of multiplication facts. 		
Children are enthusiastic and show a willingness to learning their multiplication facts both in school and at home.	<ul style="list-style-type: none"> • Provide support for children who do not have access to a computer at home. • Provide incentives for children to learning their multiplication facts. 		
% of children meet their year group expectations.	<ul style="list-style-type: none"> • Ascertain the number and % of children that should meet and exceed their year group target. 		
The % of children achieving full mark in the end of year check continue to improve year on year.	<ul style="list-style-type: none"> • Track children's progress using Arbor. • Year 4 children to receive additional support in preparation for the end of year check. 		
Children are supported to learn multiplication facts at home and have access to IT equipment where necessary.	<ul style="list-style-type: none"> • Allow children to borrow a Chromebook to support learning at home. 		

<p>There is evidence that MFs are having an impact on overall pupil attainment.</p>	<ul style="list-style-type: none"> • Maths leader to closely monitor pupil progress through termly assessments. 		
<p>More girls achieve GD at the end of KS1 in maths</p>	<ul style="list-style-type: none"> • Maths leader to explore the barriers that are preventing girls from achieving GD in maths. • Use existing EEF research to support work in school. • Work alongside class teachers to provide additional opportunities for girls to excel in maths. • Identify additional resources which may be required in class. • Monitor and track the progress of more able pupils. 		

Priority 3: To place reading and writing at the heart of the curriculum.

<p>Intent <i>(What are you aiming to achieve?)</i></p>	<p>Implementation activities</p>	<p>Progress made towards outcomes</p>	<p>RAG</p>
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<p>A clear and progressive approach to reading and writing that is understood by all.</p>	<ul style="list-style-type: none"> • Subject leader to continue refining the approaches used in school and collaborates with peers where necessary. • Provide regular CPD and training for staff including support staff. 		
<p>Children have acquired the necessary skills and knowledge to write independently for a range purposes and audiences.</p>	<ul style="list-style-type: none"> • Subject leader to produce a skills progression document related to SPAG objectives. • Subject leader to ensure purpose and audience is explicit in pupil workbooks. 		
<p>By the end of KS2 children's progress meets national attainment levels</p>	<ul style="list-style-type: none"> • Closely monitor and track pupils' attainment in writing through pupil progress meetings. • Hold regular writing moderation exercises across school/trust. • Provide timely intervention and support for children. • Hold staff accountable and take action where necessary. 		
<p>An increased % of children are writing at greater depth by the end of the KS1 and KS2.</p>	<ul style="list-style-type: none"> • Subject leader to identify children by analysing progress data and discussions help during PP meetings. 		

<p>Reading has a high profile throughout school and children talk with enthusiasm around reading.</p>	<ul style="list-style-type: none"> • Reading buddies implemented in KS1. • Displays around promote a love of reading. • Promote new books. • Continue to enhance the school library and create a space for quiet reading. 		
<p>Children can read aloud to an adult in school.</p>	<ul style="list-style-type: none"> • Employ volunteer readers to work in school. Identify external charities/oragnisations that can offer support with recruitment. 		
<p>Children listen and share text related to diversity.</p>	<ul style="list-style-type: none"> • Continue to invest in books which relate to diversity. 		
<p>Early reading and phonics are led effectively across KS1</p>	<ul style="list-style-type: none"> • Appoint an internal TRL for early reading and phonics. • ERF leader to provide support and direction to KS1 team. • Undertake training pertinent to the role and disseminate where necessary. • Provide regular coaching and mentoring to staff in school. • Hold regular CPD events for staff. • Ensure fidelity in phonics 		

	<ul style="list-style-type: none"> • Monitor, track and assess pupils regularly to ensure they remain on track. • Hold staff accountable and act quickly when issues arise. • Provide regular updates to the SLT in school. 		
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Priority 4: To inspire, connect and enrich the learning and life experiences of all pupils.

Intent (What are you aiming to achieve?)	Implementation activities	Progression made towards outcome	RAG
Children can interact with people of other faiths.	<ul style="list-style-type: none"> • Invite key speakers into school from other faiths and religions. JW to organise these visits. • Children to visit places of worships and ask questions about other faiths and religions. 		
Children can share their work with a variety of audiences including the wider community.	<ul style="list-style-type: none"> • Children to share their work with parents and carers via presentation afternoons. 		

	<ul style="list-style-type: none"> • Children’s work published on the school website and social media. • Work to be put on display at Elsecar Heritage centre. 		
Children are supported to follow their hobbies and interests outside of school.	<ul style="list-style-type: none"> • Signpost children to clubs and activities within the local/wider community. • Provide clubs via the school website and social media. • Identify and support children that are gifted and talented. • Support Pupil Premium children with equipment and resources. 		
Children are given life experiences that otherwise would not be available to them due to economic and social reasons.	<ul style="list-style-type: none"> • Organise trips to watch professional sports teams. • Organise a Y6 residential to Kingswood activity centre. • Organise trips to the theatre 		
Children have the opportunity to learn about future professions available to them.	<ul style="list-style-type: none"> • Invite parents into school to talk to children about their jobs/careers. • Participate in online jobs fairs linked to the NHS and other organisations. • Link the curriculum content to professions such as 		

	animals and becoming a vet...		
Children have the opportunity to participate in a range of sporting events.	<ul style="list-style-type: none"> • Participate in the SMAT sporting calendar. • Participate in local competitions. 		

Priority 5: To build upon the new foundation stage statutory guidance.
(Include work around limiting judgements from last year)

Intent <i>(What are you aiming to achieve?)</i>	Implementation activities	Progress made towards outcomes	RAG
Baseline all children within the first 6 weeks of term 1.	<ul style="list-style-type: none"> • Class teacher to baseline all children using the NFER programme. 		
Children can write in a variety of situations.	<ul style="list-style-type: none"> • Class teacher and support staff create opportunities for children to write in a variety of activities. 		
The learning environment allows children to explore and develop their own areas of interest.	<ul style="list-style-type: none"> • Provide a range of resources that allow children to explore their surroundings. 		

	<ul style="list-style-type: none"> • Activities relate to children's hobbies and interests outside of school. • Outdoor provision is well structured and resourced to allow children to develop interests. • Staff support and encourage children to try new things. 		
Staff support children to become independent learners and thinkers.	<ul style="list-style-type: none"> • Give children plenty of targeted praise when they attempt something new/challenging. Set aside time for children to have a go at activities for themselves (like getting changed or putting their coat on a peg) Encourage children to go outdoors, where there are lots of challenges and opportunities to build independence. 		
Phonics is evident in all areas of learning.	<ul style="list-style-type: none"> • Letters and sounds are visible around the class and are used to support learning. • Further reinforced in outdoor provision (phonics crates, mud kitchen) 		

Children clean their teeth daily and have an awareness of the importance of oral hygiene.	<ul style="list-style-type: none"> • Issue each child with a toothbrush and encourage them to clean their teeth daily. • Discuss the importance of oral hygiene, 		
Children develop an understanding of technology.	<ul style="list-style-type: none"> • Purchase a range of technology that the children can use in class. • Set tasks and challenged linked to the use of technology. • Discuss how technology is used in daily life. 		

Priority 6: To build and strengthen to role of the governing body to fulfil its statutory duties.

Intent (What are you aiming to achieve?)	Implementation activities	Progress made towards outcomes	RAG
Link governors provide support and challenge to subject leaders on a regular basis.	<ul style="list-style-type: none"> • At the first LAB meeting allocate roles and responsibilities. • LGs to complete their allocated tasks in school alongside subject leaders. • SLT to provide support and coaching where required. 		

<p>Link governors provide regular updates to the LGB on subject leadership and development.</p>	<ul style="list-style-type: none"> • LGs provide termly updates and complete leadership reports as required. • Update colleagues around subject development and improvements. 		
<p>Link governors undertake termly learning walks to help identify future priorities and check on progress against agreed targets.</p>	<ul style="list-style-type: none"> • Undertake term learning walks with the whole LAB and SLT. 		
<p>An ongoing programme of CPD helps support the LGBs work in school.</p>	<ul style="list-style-type: none"> • Identify training needs of governors. • Where possible governors attend training alongside subject leaders. 		
<p>Governors are visible around school and develop links with parents and carers.</p>	<ul style="list-style-type: none"> • Recruit a parent governor to join the LAB (September 23) • Invite governors to key events held in school. 		