

Ashbrook Junior School

School Development Plan

March 2022 – July 2023



Key Priorities

Priority 1

Raise achievement in writing across the school resulting in accelerated pupil progress.

Priority 2

Enhance the impact of Leadership and Management by embedding leadership at all levels in order to accelerate pupil progress.

Priority 3

Ensure that the curriculum is appropriately ambitious and well planned so that it is clear with curriculum content and progression clearly planned and evaluated.

Success Criteria

Success Criteria for Priority 1 By the end of Summer 2023:

Raise attainment in writing in all year groups so that at least 80% of pupils are at ARE.

Progress of pupils by the end of KS2 is above the national average.

Grammar and punctuation taught in context.

Grammar and punctuation starters as part of each lesson and using Rosenshine Principles to embed the learning.

'No excuses' for each year group established and basic errors are less evident in writing.

Writing is celebrated within the learning environment and within school.

The teaching of handwriting is consistent and good presentation is valued. This is seen by the standard of work in books and around the school.

Success Criteria for Priority 2 By the end of Summer 2023:

External review indicates that leadership and management meet Ofsted's Good descriptor.

Subject leaders are appropriately trained and are able to move their subject forwards with appropriately formed action plans.

A strategic development plan is in operation based upon the Future Engage Deliver leadership model.

Phase Leaders ensure consistency between classes in each year group. Children are given access to the same high quality teaching within each class.

The Senior Leadership Team is relentless in monitoring and ensuring high standards across the curriculum.

There is a clear vision in place for the school and all staff members are clear about what the school is working towards. This is evidenced by links made across the curriculum.

Success Criteria for Priority 3 By the end of Summer 2023:

All curriculum areas have clear progression documents outlining each unit of work, their links to other units and the vocabulary to be taught as part of the unit.

Curriculum units have 'teacher guides' to content as a 'journey through the lesson' to ensure consistency when classes are taught by supply teachers/ other members of staff.

Appropriate support and challenge is evident through monitoring of PowerPoints and booklets.

Children with SEND considered and appropriate scaffolding/ additional activities used to meet the individual needs of the children.

Opportunities for writing across the curriculum are taken and appropriately scaffolded.

The curriculum is diverse and links are planned and appropriately sequenced. Opportunities to develop children's aspirations and to break down stereotypes are evident.