




Morley Meadow Primary: School Improvement Plan Summary

SCHOOL PRIORITIES 2023/2024

Ask Aspire Achieve

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| <p>PRIORITY 1 CURRICULUM and ASSESSMENT</p> | <p>To continue to develop and implement a curriculum which is progressive, sequenced and knowledge rich, underpinned by our school and Trust values.</p> | <p>1. New curriculum progression maps are all in place and followed/ monitored by subject leads to ensure children to have a secure understanding of the substantive themes.</p> | <p>2. Continue to develop a progression of vocabulary which strengthen pupils' retention and recall of key knowledge in History, Geography, RE and Science.</p> | <p>3. Embed updated teaching and learning expectations which ensures a consistent approach to lesson delivery.</p> | <p>4. Opportunities throughout the year are being identified and planned to create opportunities for creativity in all subjects and make purposeful local links.</p> | <p>5. Embed WeST's principles of effective assessment into school practice. Establish clear assessment criteria for all subjects.</p> |  |
| <p>PRIORITY 2 ENGLISH</p> | <p>To refine and continue to strengthen the reading and writing curriculum to enable more children to reach their full potential.</p> | <p>1. Develop the reading strategy to ensure that the reading curriculum is being taught in line with agreed principles across KS2.</p> | <p>2. Establish a reading spine of quality texts in line with the school's reading strategy to ensure that children experience a range of different genre types.</p> | <p>3. Further develop the coverage of writing units to ensure that outcomes provide clear progression and complexity of composition, grammar, punctuation, spelling and transcription.</p> | <p>4. The writing lead will monitor practice and coach to support understanding of the writing sequence. A culture of peer support will be established.</p> | <p>5. A progressive approach to hand-writing is seen across the school and children develop neat, cursive and fluent handwriting.</p> | <p>6. Children are given opportunities to independently apply the skills they have learned in writing lessons, across the curriculum.</p> |
| <p>PRIORITY 3 DIS- ADVAN- TAGED CHILDREN</p> | <p>To ensure that as a school we are doing all we can to close the disadvantaged gap.</p> | <p>1. WeST new attendance policy is implemented and escalation procedures are in place to support attendance.</p> | <p>2. School staff consciously ensure that all children are represented fairly across the school and including wider school life.</p> | <p>3. School staff have a clear awareness of which children in their class are from disadvantaged backgrounds and keep them at the forefront of their minds when planning support.</p> |  | <p>4. Family support advisor is able to engage a wider range of parents to ensure that they are aware of the support that is on offer to them and that which is provided within school.</p> | |
| <p>PRIORITY 4 HEALTH & WELLBEING</p> | <p>To continue to provide high quality support for staff and pupil mental health and well-being.</p> | <p>1. Implement and embed a new Relationships Policy built around three rules Ready, Respectful, Safe.</p> |  | <p>2. Provide further training for all staff on techniques to support children who have experienced trauma.</p> | <p>3. Develop universal and targeted supervision systems that support all staff.</p> | <p>4. Ongoing dialogue with HT, DHT and FSA to discuss the impact of supporting the most vulnerable children is having on staff.</p> | <p>5. Develop strategies and activities that support staff's wellbeing.</p> |
| <p>PRIORITY 5 EYFS</p> | <p>To introduce and embed an integrated EYFS unit.</p> |  | <p>1. Curriculum will be underpinned by key texts and vocabulary which will support all children 3 to 5 years.</p> | <p>2. EYFS lead will audit and monitor the provision each term and liaise with all members of the EY team to ensure that it meets the needs of all children.</p> | <p>3. The EYFS lead will support the new team in developing the nursery curriculum and provision.</p> | <p>4. EYFS lead will support subject leaders in understanding what their subject looks like for children 3 to 5 years</p> | <p>5. EYFS lead will support new staff in understanding their role through meetings, training, reading and research.</p> |