




# Morley Meadow Primary: School Improvement Plan Summary

## SCHOOL PRIORITIES 2024/2025

Ask Aspire Achieve

<p><b>PRIORITY 1</b> <b>CURRICULUM ENACTMENT</b></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. Foundation subjects curriculum progression maps are established with the implementation being monitored by subject leads.</p>		<p>2. Continue to develop a progression of vocabulary which strengthen pupils' retention and recall of key knowledge in Art, DT and PE.</p>	<p>3. Monitoring of teaching and learning expectations which ensures a consistent approach to lesson delivery.</p>	<p>4. Geography and History in KS1 is developed and implemented so that all children receive a knowledge rich curriculum through high-quality resources.</p>	
<p><b>PRIORITY 2</b> <b>WRITING</b></p>	<p>To refine and continue to strengthen the writing curriculum to enable more children to reach their full potential.</p>	<p>1. Monitor the implementation of the writing curriculum to ensure that children are securing complexity of composition, grammar, punctuation, spelling and transcription. Adapt planning accordingly.</p>	<p>2. Develop non-negotiables for the end of each year group (R-6) to ensure children are starting their subsequent year group in a secure place.</p>	<p>3. The writing lead to monitor practice and coach to support understanding of the writing sequence. A culture of peer support will be continued to further improve practice.</p>	<p>4. Further embed a progressive approach to handwriting so that children develop neat, cursive and fluent handwriting.</p>	<p>5. Continue to provide opportunities to independently apply the skills they have learned in writing lessons, across the curriculum.</p>	
<p><b>PRIORITY 3</b> <b>EQUALITY, DIVERSITY AND INCLUSION</b></p>	<p>To further develop a school culture which is inclusive of all children and provides equal opportunities for all.</p>	<p>1. All staff have a clear awareness of the children who are from disadvantaged backgrounds and keep them at the forefront of their minds to ensure there are equal opportunities for all.</p>	<p>2. Develop further children's understand of diversity and the multi-cultural society in which we live.</p>	<p>3. Further embed the Relationships Policy built around three rules Ready, Respectful, Safe.</p>		<p>4. Strengthen links with families to further engage them in opportunities the school has to offer.</p>	<p>5. Children's attendance is closely monitored and the WeST policy is embedded to support families struggling to increase attendance.</p>
<p><b>PRIORITY 4</b> <b>ASSESSMENT</b></p>	<p>To continue to develop effective assessment practices within all curriculum areas.</p>	<p>1. To embed WeST's principles of effective assessment into school practice.</p>	<p>2. Establish clear assessment criteria for all subjects.</p>	<p>3. Teachers are secure of their judgements.</p>		<p>4. Next steps in learning are identified through robust assessment processes.</p>	
<p><b>PRIORITY 5</b> <b>EYFS</b></p>	<p>To continue to embed an integrated EYFS unit to ensure the best outcomes for all pupils.</p>	<p>1. Curriculum will be underpinned by key texts and vocabulary which will support all children 3 to 5 years.</p>	<p>2. The EYFS lead will support the team in continuing to develop the EYFS curriculum and provision into its second year.</p>	<p>3. The EYFS lead will support the team in continuing to develop the EYFS curriculum and provision into its second year.</p>	<p>4. The EYFS lead continually monitors and adapts the provision and curriculum so the needs of all are met including the more able.</p>	<p>5. EYFS lead will support the EYFS team in their role through meetings, training, reading and research to ensure children are deeply engaged and sustaining high levels of concentration and children are ready, respectful and safe.</p>	

