

# Lutton St Nicholas Primary Academy School Development Priorities 2023-2024

## Our Vision

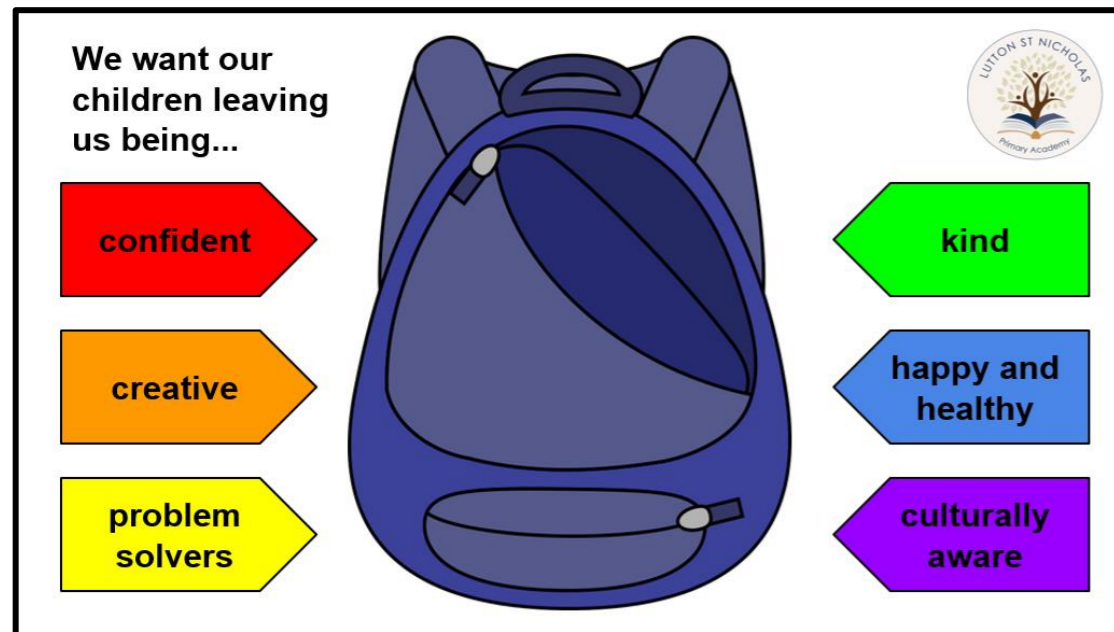
At Lutton St Nicholas Primary Academy, we are committed to:

- Developing curiosity by opening our children's minds to a limitless world of possibilities
- Inspiring, challenging and supporting children to achieve and excel in a nurturing environment
- Building a community through harmony where each individual is valued and will thrive

Our children will journey through Lutton St Nicholas as kind, courageous, respectful and curious citizens, their passion for learning ignited and their self-belief and wellbeing nurtured. Every child will have the chance to shine and will leave us prepared for a future of limitless possibilities.

At Lutton St Nicholas our curriculum is broad, balanced and ambitious for all. It is exciting, relevant and meaningful, and responds to the needs of the individuals within our learning community, empowering them to shine academically and flourish spiritually, socially, emotionally, morally and culturally.

Permeating our curriculum are the core values of our school – the Lutton St Nicholas 'Backpack':



Together with the British values of individual liberty, mutual respect, democracy and the rule of law. As a school we endeavour to plan and teach a curriculum that is inclusive and actively promotes equality for all.

## Quality of Education

- Priority 1: Raise standards and accelerate progress in writing,
- Priority 2: Raise standards and accelerate progress in phonics.
- Priority 3: Further develop SEND provision, so that pupils with SEND access the full curriculum and achieve the best possible outcomes.

- Pupils will make substantial and sustained progress, developing excellent knowledge, understanding and skills in writing.
- Implement 10 day writing cycle – further develop writing stamina.
- Writing opportunities will be fully developed within planning for the broader curriculum.
- Implement daily systematic and synthetic phonics are taught using Little Wandle.
- Ensure reading materials for EYFS and KS1 match the phonic sounds taught.
- Continuous staff training on the implementation of LW phonics.
- Catch up/keep up interventions are in place to accelerate progress in phonics.
- All SEND children will have their needs met and make substantial progress within the curriculum.
- SEND provision map outlines areas of focus including resourcing and adult support.
- Teachers and adult support will adaptive practise effectively to ensure SEND children make good or better progress within lessons.

## Leadership and Management

- Priority 3: Further develop the role of subject leaders.
- Priority 4: Develop strong relationships with the school community.

- Core subject leaders will have the confidence to develop and enhance reading, writing and maths to meet the needs of our children.
- Implement an effective monitoring cycle to triangulate evidence of standards within the curriculum.
- Further develop a well sequenced curriculum to ensure good progress in all year groups.
- Build respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Continue to develop a welcoming and positive culture across the school.
- Implement termly reports to ensure parents are well informed of their child(ren)'s progress.
- Fortnightly school newsletters issued to ensure parents are well informed of school updates and information.
- Introduce termly SEND newsletters to parents.
- Implement parent workshops to support understanding of our curriculum, learning behaviours, intended outcomes.

## Behaviours and Attitudes

- Priority 5: Further develop the rates of attendance so that the school is in line with National figures.
- Priority 6: Improve rates of attendance for SEND and Pupil Premium children.

- Implement robust systems of tracking children's attendance.
- Improved communication with parents and carers in relation to their child(ren)'s attendance.
- Clear and concise attendance policy in place and shared with school community.
- Implement reward systems for good attendance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes.
- Improved escalation procedures to address absence that are initiated proactively.
- Develop the role of the Attendance Champion within the school.
- Develop positive relations with families of SEND and Pupil premium children in relation to school attendance.

## Personal Development

- Priority 7: Further develop children's spiritual, moral, cultural education.
- Priority 8: Develop children's preparedness for life in modern Britain.

- Children's experiences and knowledge of cultural capital is broadened so that our children are more equipped for modern Britain.
- A wide variety of enrichment opportunities will be implemented so that children experience different cultures through planned cultural days/special visitors/visits to religious settings.
- Children will have developed clearer knowledge and understanding of the different faiths from around Britain and across the world through our Discovery RE programme.
- Implementation of collective worships and assemblies map across the school year focussing on British Values and significant religious festivals.
- British values are interwoven within the school's broader curriculum.

## EYFS

- Priority 9: Further develop children's early reading/oracy skills and knowledge.
- Priority 10: Continued development of the outdoor learning environment.

- Implement robust systems to support children's fluency in reading through the Little Wandle programme.
- Gaps in skills and knowledge will be successfully identified and acted upon - early Intervention in place to support children's progress.
- Further develop children's oracy/language/vocabulary skills.
- The love of reading will be actively implemented to promote independency an enthusiasm.
- Develop teaching of reading that includes direct modelling.
- Focussed 'Prime Areas' within the class provision/outdoor environment, focussing on Early Reading and Writing (Phonics) Skills to develop children's knowledge and skills.
- Increased opportunities for staff to upskill their knowledge on outdoor learning for their own professional development.
- Further develop parental engagement in early reading support for children