



THE DOWNLEY SCHOOL

"Learning, Growing and Succeeding Together"



School Improvement Priorities

2023-2024

Priority 1

Improve the ethos and culture by:

Ensure that all stakeholders understand the vision and how values support vision

Ensure that the school's culture is strong and is fully aligned to the vision and values.

Develop a culture of high expectations, across the whole school, which is rooted in a high-quality curriculum, driven through the re-launch of school vision and ethos across the community

Senior and middle leaders carry out their roles effectively and monitor an improving high-quality curriculum

Further improve communication with all stakeholders and the wider community

Further improve parental involvement and engagement with the school

For leadership to be a united team and classified as good

Priority 2

Improve the quality of education by:

- **Improve the attainment for pupils in RWM across the school so that they are at least in line with national expectations throughout the school**

Further develop early reading as a core element within the curriculum, utilising Little Wandle and ensuring books selected closely match pupils' phonics capabilities

English curriculum is carefully planned and delivered to develop reading and writing

Teaching of Power Maths monitored to ensure that lessons provide enough support and challenge

- **Teaching and Learning covers a broad and balanced curriculum**

Subject leaders have access to high quality professional development and observe strong practice in other ODBST schools to strengthen their knowledge and understanding of quality first teaching and addressing any misconceptions

Subject leaders attend relevant network meetings so that they have a firm grasp of key concepts, knowledge and skills in the subjects they lead and that these elements are effectively sequenced

Subject leaders monitor and develop the teaching and learning of their curriculum area

- **Provision for SEND pupils**

Quality first teaching, timely interventions and staff awareness ensures pupils with SEND make good progress from their starting points

Assessment used to inform planning and interventions are matched to the needs of learners

- **Early Years provision**

Staff have access to high quality professional development and observe outstanding practice to strengthen their knowledge of early childhood development

EYFS curriculum is coherently planned and sequenced, building upon what children know and can do

Outdoor environments are planned to give purposeful learning opportunities and provide rich communication development opportunities

Priority 3

Improve behaviour by:

Providing a safe school where pupils enable each other to learn, grow and succeed together

Updating the behaviour policy and procedures to ensure consistency across the school

Further developing a culture whereby all pupils behave consistently well, demonstrating consistently positive attitudes to their learning, including SEND pupils

Improve attendance and reduce persistent absenteeism

Priority 4

Improve the quality of personal development by:

Enhance pupils' spiritual, moral, social and cultural development

Develop stronger systems for pupil voice and leadership to further develop the school

Develop well-being and outdoor learning opportunities to ensure children become resilient, confident, independent and creative learners.

Successful implementation of a new PSHE and SRE curriculum.

School values reviewed and embedded into the curriculum

Priority 5

TDS pupils to be Global Citizens

To ensure that school site is being used for outdoor education

Environmental education to be recognised as an area for development and key areas for waste reduction identified