

Galmpton School Development Plan- Priorities 2023 2024

Quality of Education

Maintain consistent , high quality teaching and learning practices (ACE pedagogy) ensuring all pupils, particularly disadvantaged, SEND and vulnerable pupils make sustained and substantial progress

- Pupils can effectively recall their learning because teachers effectively elicit and build on prior knowledge to ensure learning is precisely sequenced and developed
- Interventions, pre teach sessions and keep up sessions are exceptionally impactful so that identified gaps are closing
- All teachers are able to access and utilise a range of teaching techniques and strategies that lead to increased and sustained greater depth learning
- Increase even further the percentage of the PP cohort achieving ARE and GDS in Maths and English to non-disadvantaged pupils nationally

Behaviour and Attitudes

Leaders, with all staff, continue to build a culture of shared responsibility with highly positive, trusting connections with pupils.

- Ensure there is an absolute consistency in delivering the behaviour and relationships policy for all adults, so that all children behave exceptionally well for all adults
- As a result of our curriculum values (3 circles) pupils are highly engaged, speak very positively about their learning and are well motivated in class to continually make improvements
- Attendance and punctuality of vulnerable learners is improved; support for families with poor punctuality and reduction in disadvantaged attendance gap



Church School Distinctiveness

Ensure greater ownership by the whole school community in communicating the school's distinctive Christian vision, enabling all pupils and adults to flourish.

- Explore and establish new opportunities to build links with the church, local community and the global community to gain a greater understanding of areas of injustice and to aspire to make a difference.
- Continue to build an enquiry-based, outward looking approach to RWE that enriches pupil experiences of a range of faiths, bringing challenge for all pupils and opportunities for greater depth of thinking and understanding.
- Develop adult and pupil leadership of worship to create a shared culture of improving practice, confidence and engagement in which all are involved.

Personal Development-

To continue to develop a culture that develops our ACE character values, includes all and enables good mental health and wellbeing

- The school provides rich learning experiences in a coherently planned way, through the ACE curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- Staff and children to understand racial equality and all forms of bias. All school practices promote equality and mental wellbeing through learning experiences, resources, school culture and focussed learning enquiries
- To continue to ensure an effective safeguarding culture: through our Project Evolve programme and our culture of vigilance that includes frequent opportunities for pupils to share their voices and views (school council)

Leadership and Management

To ensure teachers continuing, improving subject, pedagogical and content knowledge of our ACE curriculum

- The leadership team continue to develop all adults as a result of consistent and highly effective support/challenge practices
- Make highly effective use of increased SENDco days by improving even further all outcomes for SEND pupils
- Governors have a deep, accurate understanding of the schools effectiveness informed by the views of the Trust, pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions.