



Highfield Primary School Development Plan 2023-24



UNLOCKING POTENTIAL

1. Planning, Teaching, Learning, Assessing
2. Oracy
3. Writing
4. To improve the school infrastructure



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1. Planning, Teaching, Learning, Assessing (2 year objective)

Why? Rationale.

Internal Audit and Work Scrutiny:

Curriculum planning constantly evolves and is a strength. The delivery of the curriculum on a lesson-by-lesson basis to be revisited for consistency of approach and raise standards of teaching and learning through practice, especially considering the recent new staff additions. Our new assessment, feedback and marking policy focuses on understanding cognitive architecture, the use of formative assessment and using research-led practice to improve our responsive teaching approach.

Staff: The staff team has changed significantly in the last 2 years, particularly at SLT level, including a new Headteacher. Therefore we are returning to the principles of excellent teaching and learning, with a focus on the latest pedagogical evidence-based approaches. In addition to this, the opportunity-cost of marking and feedback needs review. There is an opportunity here to improve the effectiveness of the approach to feedback.

Community:

In the last decade the EAL intake of the school has increased from less than 5% to <40%. Following the intake boundary change in 2019-20, the intake has significantly changed (school research). 'Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes' (OECD, 2008).

National Considerations:

As stated in our welcome, we aspire for our children 'to lead successful lives and become positive role models in society'. The link between education and life chances has been well established. Great teaching means our pupils are more likely to:

- Live a longer a healthier life and use the NHS less.
- Be law-abiding.
- Be prosperous: earn more money.
- Contribute to increased economic growth.
- Take control of their own lives.
- Pass on the best that has been thought and said to the next generation.
- Set an example for others to follow.

Furthermore, 'formative assessment has been attributed to promoting 'the goals of lifelong learning, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills' (OECD, 2008).



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2. Oracy: the ability to articulate ideas, develop understanding and engage with others through spoken language. (2 year objective)

'READING AND WRITING FLOAT ON A SEA OF TALK.'

James Britton

Why? Rationale.

Internal Data:

- Free School Meals: 6%
- Pupil Premium: 7%
- SEND: 9% The greatest SEND primary need being Speech, Language and Communication Needs which supports this as a priority.
- We have 14 out of 17 possible ethnic groups. The 3 largest being: 47%: White – British, 15%: Asian or Asian British – Indian, 7%: Asian or Asian British - Any other Asian background
- 30% speaking English as an additional language. Of those children identifying as EAL, Telugu is the most common first language followed by Urdu and Chinese (Cantonese). 28 different languages are spoken

External Audit: In a maths deep dive undertaken by the Local Authority School Improvement advisor, one of the feedback points centred upon the ability of children to articulate their learning in pupil voice interviews. Whilst the teaching and learning was excellent, children were underselling their own achievements by not being able to discuss their learning as articulately as they might. The pupil groups selected were primarily disadvantaged and SEND.

Parental Feedback: Some parents have fed back their desire for more day-to-day understanding of teaching and learning. If children could articulate their learning better, verbalising both their strengths and areas for development, they would have more insight to add to that given by the teacher.

Community: A school study into changes in the demography of the local community in the last five years revealed a significant increase in the number of languages spoken and the diversity of ethnicity. This is reflected in the significant rise in children attending Highfield who have English as an additional language and the greater number of languages now spoken. The change in catchment area in 2019 also changed the socio-economic composition of intake. The focus on oracy and vocabulary development is vital for those demographic groups to fulfil their potential.



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Local Authority: The changing demographic in the local community is mirrored by data for the local authority which has seen the following changes:

FSM ↔ 27%

SEN Support ↑↑↑

EAL ↑ 22.7%

BME ↑ 39%

New arrivals ↑

National Considerations:

Oracy 'is an essential life skill which we need to support all pupils to develop,' (Ewers, 2021). The Oracy All-Party Parliamentary Group (APPG), in their report 'Speak for Change' (2021), stated that oracy:

- Improves educational outcomes
- Underpins literacy and vocabulary acquisition
- Supports well-being and confidence
- Enables young people to have access to employment and thrive in life beyond school
- Develops citizenship and agency

Furthermore, Voice21 state that 'on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers', which reflects the numerous findings into research on the 'vocabulary gap'. Since the work of Hart and Todd (1995) which claimed that children up to the age of four from lower-income families heard 30million words than children from higher-income families, several studies have supported the principle that socioeconomic status plays a significant role in vocabulary development. The EEF, Cambridge University, and Juniper amongst others champion a focus on oracy for supporting the acquisition of vocabulary and consequently driving up reading and writing standards. 'Oracy increases engagement in learning' (Voice21) which supports SDP 1 and the importance of engagement and thinking in the process of learning over performance.



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3. Writing (1 year objective)

Why? Rationale.

Internal Data:

Writing Attainment is lower than reading and maths in each year group. Specific demographic groups have been identified and strategies developed to meet their need. Closing the Gap Action Plans used within school demonstrate how provision meets that need.

Internal Work Scrutiny:

We need to break the cycle of plan-draft-write. How writing is taught as a skill and the knowledge that is required will be the focus. The structure of planning and the consistency of approach needs to support and facilitate depth of learning.

Internal Audit:

Long Term Plans suggest there is an imbalance of writing purposes across year groups. Writing purposes need to be revisited each year and medium-term plans reflect a balance of time spent and structure of approach.

External Audit: The School Improvement Advisor worked with the Headteacher to analyse the year-on-year data at EYFS, KS1 and KS2. The expected and greater depth standards in writing were below the previous year's attainment. The number of children achieving greater depth at both KS1 and KS2 needs to improve.

Community:

In the last decade the EAL intake of the school has increased from less than 5% to >30% (2022). Following the intake boundary change in 2019-20, the deprivation of intake has significantly changed.

National Considerations:

The National Literacy Trust's annual literacy survey (2023) found that '1 in 3 (34.6%) children and young people aged 8 to 18 said that they enjoy writing in their free time. Levels of writing enjoyment have reduced by 12.2 percentage points over the past 13 years.'

KS1 and KS2 National Attainment data shows writing remains behind reading and maths.



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4. To improve the school infrastructure over a period of five years (Kitchens, electrics and lighting, decoration, ICT, outdoor areas) (5 year objective)