

Highfield Primary School Development Plan 2024-25



UNLOCKING POTENTIAL

1. Planning, Teaching, Learning, Assessing
2. Oracy: the ability to articulate ideas, develop understanding and engage with others through spoken language (2 year objective)
3. Curriculum Coherence (1 year objective)
4. To teach, learn but above all, love Music (1 year objective)
5. 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 deprivation of 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% (SEND Support: 8%) (EHCP: 1%) 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 had 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 as well as that given by the teacher.

Community: A school study into changes in the demography of the local community 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 increased the number of children attending Highfield from lower income families. The focus on oracy and vocabulary development is vital for those demographic groups to fulfil their potential.

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:



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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. Curriculum Coherence (1 year objective)

"ATTENTION IS THE RAREST AND PUREST FORM OF GENEROSITY."

Simone Weil

Target: to improve the Highfield Curriculum by refining the body of knowledge taught to ensure a clear, manageable, and coherent learning progression that enhances student comprehension and mastery.

Why? Rationale.

Curriculum coherence refers to the logical and consistent alignment of educational content, instructional practices, and assessment methods across different grade levels and subjects within a school or educational system. It ensures that learning experiences are connected and build upon each other in a meaningful way, facilitating a more effective and comprehensive understanding for students.

'Research indicates that a coherent curriculum aligns learning objectives, teaching methods, and assessment practices, providing a consistent and reinforcing learning experience. This consistency helps students understand and integrate new knowledge more smoothly, promoting sustained attention and deeper understanding of the material.' ([SpringerOpen](#)) ([Cambridge International Education blog](#)).

Internal Audit:

Pupil voice feedback in some subjects indicated that curriculum demands were causing the learning of key knowledge to be lost; pupils sometimes struggled to recall facts central to the understanding of a topic as a result of the rapid pace and volume of new information.

Curriculum audits indicate that some subjects demand more curriculum time suggesting that others are not given equal teaching time as a result.

External Audit:

A Local Authority Audit of science and SEND by our school improvement advisor and a serving Ofsted inspector in Spring 2024 identified that improving consistency for children in expectations and routine could reduce cognitive load.

National Considerations:

[Dr Gloria Mark's](#) research shows that the average person's attention span when using a digital device has plummeted from around two and a half minutes back in 2004 to just 47 seconds on average today – a dramatic 66% decrease over the past two decades. This dramatic shrinking of attention spans has significant implications for how students learn and retain information in the classroom. Nobel laureate [Herbert Simon](#) noted decades ago, "A wealth of information creates a poverty of attention." The endless stream of digital stimuli and notifications vying for our focus has led to a brain that is wired for skimming and quick switching rather than patient, immersed learning. (Oaten, 2024)

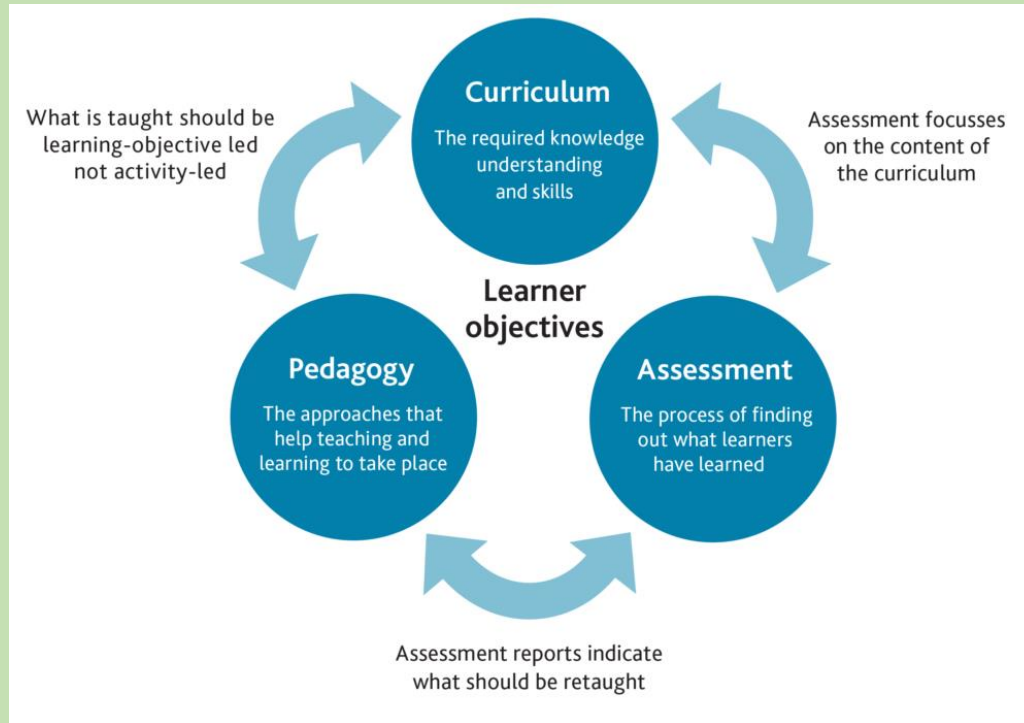
Added to this, a survey of 504 primary and early years teachers in schools in England found that 84% believed attention span had significantly decreased since COVID 69% had observed an increase in inattention and daydreaming.



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Evidence Informed:

Jackson (2021) promotes following this curriculum coherence model, made up of three parts, to ensure the robustness of curriculum design as it supports learners make connections between the content and skills they are learning and is used to guide assessments. The simplicity and precision of this model make it particularly useful when planning this school development priority:





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4. To teach, learn but above all, love Music (1 year objective)

'WHERE WORDS FAIL, MUSIC SPEAKS'

Hans Christian Anderson

Intent statement:

At Highfield Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Highfield Primary School, we aim to provide opportunities for all children to create, play, perform, listen to, analyse and enjoy music across a wide range of periods, genres and styles. We teach music to develop a sense of pride in individual and collective achievement. Through our teaching, we hope that children's listening skills will become more refined and we also know that music helps to develop social skills, such as leadership, co-operation, tolerance and self-evaluation self-motivation, self-discipline, self-analysis. We ensure that through music, children have an awareness and appreciation of a wide range of cultural traditions.

Why? Rationale.

Internal Data: Whole School Average 92% At the expected standard, 10% achieving the higher standard (Disadvantaged 88% At, 0% GD)

Internal Audit: Pupil voice feedback told us that the part children enjoyed most was physically playing instruments and listening to different types of music. By working with the PTA, the school has funded the purchase of whole class ocarinas, recorders and glockenspiels to improve provision. Each year group will have the opportunity to learn a different instrument in each term.

External Audit: A self-assessment tool from Artforms indicates that the following areas are currently good but require improvement to be excellent:

Curriculum – timetabling (1 hour/week), curriculum design (embedded), assessment (self & peer assessment), EYFS (CPD)

Whole class instrument provision – whole class teaching (Instrument learning to be cycled through KS2. Ukulele, Glockenspiel, Recorder), duration (sequencing)

Singing – singing scheme to support more current songs for Key Stage Assemblies

Links with other schools – improved links for performances

Community: Highfield has a strong history of celebrating our diversity through music. Last year we had a carnival to celebrate Black History, Bollywood dancing, a live DJ, a rap artist who sang about our rights, and a live orchestra in addition to school events. Music brings our community together.

National Considerations:

The DfE has launched the statutory 'School Music Development Plan' to be published on the school website for the 2024-25 academic year.

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