

# Loseley Fields School Priorities 2024-2026

In foundation subjects, teachers do not always incorporate effective assessment opportunities into lessons. This means teachers do not consistently check for understanding and ensure that knowledge and skills build securely over time. Leaders need to refine their approach to assessment, so it is systematically checking understanding and supporting pupils to use knowledge fluently so they can remember more.

*Ofsted: July 2022*

## The quality of Education

To embed the **PHONICS PROVISION** across KS1 to further improve outcomes in both early reading and early spelling

To improve pupils' accuracy when **PROBLEM SOLVING IN MATHS** in order to improve outcomes

To embed the school's procedures for **ASSESSING OUTCOMES ACROSS THE WIDER CURRICULUM**

To improve the children's accuracy in **SPELLING** to improve outcomes for writing.

To implement an **INSTRUCTIONAL COACHING MODEL** to refine our pedagogical approaches to teaching and learning, embedding Rosenshein's Principles in actions in our classrooms.

To raise the profile of **ART AND DT** across the school and beyond

To review the curriculum and teaching of **MUSIC** across the school

## Behaviour And attitudes

Continue to ensure that whole school **ATTENDANCE** remains above national standards, focusing particularly on improving **PERSISTENT ABSENCE OF OUR MOST DISADVANTAGED PUPILS** and procedures for supporting EBSNA children.

To revisit our school's principles in the management of **PUPIL BEHAVIOUR AND SEND** to ensure that staff are equipped with the skills needed to ensure all children thrive.

To embed our **SCHOOL VALUES** to ensure they are lived within the school and wider community.

To establish a **SCHOOL COUNCIL** to capture pupil opinion on school life and to have a meaningful impact on decision making.

## Personal Development

To participate in the Nurturing School Programme in order to become a **TRAUMA INFORMED SCHOOL**.

To implement an **ELSA programme** in school to further enhance our pastoral offering to pupils.

To develop a programme to support our community of **YOUNG CARERS**.

To continue to support the **WELL-BEING** of our staff so that they have the emotional resilience to support the needs of the pupils they support.

To review our **PSHE curriculum** to reflect how children keep themselves safe in a modern society.

## Leadership & management

To continue to prioritise a culture of **SAFEGUARDING** in all that we do.

To further develop the **SKILLS AND EXPERTISE OF OUR SCHOOL LEADERS** through:

- 1) Involvement in the Farncombe Partnership for Schools Project
- 2) Successful induction into new leadership roles and responsibilities (EXHT, HOS, AHTs, SENDCos)
- 3) Increased involvement of Phase Leaders in whole school monitoring

To review the school's **FIVE-YEAR STRATEGY** to reflect the school we have now become.

To review and redefine process for **MONITORING T&L AND APPRAISAL** using instructional coaching as a tool.

To update the school **WEBSITE**.

## Early Years

To secure **STRONG LEADERSHIP** of the Early years provision in school so that practice is consistently good or better.

To ensure that the Early Years Provision suitably meets the needs of all learners in particular the growing number and complexity of **SEND**.

To ensure that our **PHONICS** teaching ensures good outcomes for children in early reading.

To strengthen the opportunities for the children to apply their phonics knowledge in **EARLY WRITING**.

To ensure that **HIGH QUALITY CONTINUOUS PROVISION** enables children to make good progress from baselines across all areas of the EYFS curriculum, leading to improvement in GLD at end of Year R.