

Where learning is an adventure!

A holistic curriculum to help our young people navigate their world.

 **Quality of Education**
Wisdom

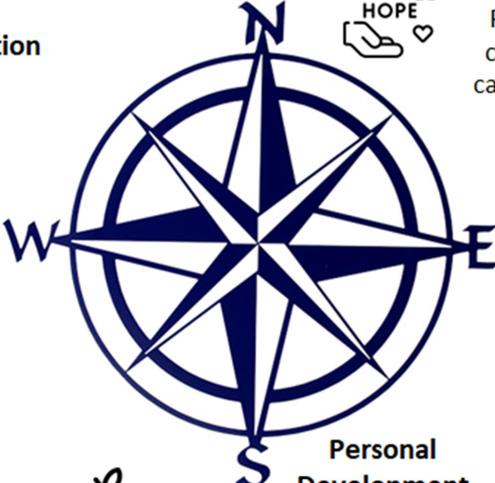
Powerful Knowledge
Has a wide range of knowledge & skills, is articulate & academic, has good cultural & social capital, is a curious life-long learner

"A Milton Road pupil is acceptable on the dance floor, vital in a ship wreck."

"We want our children to be happy & healthy today, fulfilled in the future & able to make their world an even better place."

"Educating the mind without educating the heart is no education at all!"

Leadership
Responsibility
Confident Citizens



Personal Development
Courage
Positive Identity

Has a positive sense of identity & belonging; is ethical and resilient, knows how to care for their physical health, mental well-being, and psychological safety. personal development



We are **CREW**
courageous, responsible, excellent and wise!



Feels empowered with voice, choice, agency & purpose, is a caring and confident citizen able to enact positive change

Behaviour & Attitudes
Excellence
Pro-social Skills

Has good communication skills, is creative, collaborative & kind, is innovative and dextrous, a problem-solver, able to make safe digital and in-person connections




HOPE

School Priorities April 2023 - April 2024 – with Budget Costs

1. Quality of Education: Wisdom	Personnel	Monitoring and Evaluation
Introduce Oracy into the school and associated dialogic practices. Training from Oracy at Hughes Hall as well as LA and training delivered by Subject leads.	English leads All Staff	
Ensure Reading continues to be a priority so that children can access the full curriculum.	English leads All Staff	
Monitor the quality of the school's systematic approach to teaching phonics - through Little Wandle Phonics including updating training and training for new staff. Monitor phonics and Catch up programmes in Key Stage 2.	English leads All Staff	
Continue to monitor and review provision for the lowest 20% of readers supported with vocabulary acquisition, fluency and comprehension.	English leads All Staff	
Continue to promote Reading for Pleasure through stories, poems, rhymes, non-fiction and a well-stocked library. Connect with EmpathyLab and produce a text continuum.	English leads All Staff	

Through a school wide Oracy project pupils' speaking, debating, discussing and presenting skills are developed. Expert showcase.	English leads All Staff	
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	English leads All Staff	
Ensure greater consistency in the presentation of children's work across all subjects. Introduce Letter Join handwriting scheme throughout the school. Displays and teacher handwriting to follow the scheme.	English leader. All Subject Leaders All staff.	
Introduce a Writing Scheme to ensure there is continuity and progression, that secure high standards and more pupils achieving Greater Depth.	English leader. All Subject Leaders All staff.	
English and other Subject Leaders to produce Checklists for the Annual Handbook update. To include Display checklist also.	English leader. All Subject Leaders All Teachers.	
Strengthen the quality of provision, curriculum and teaching in Science including through achieving the PSQM	Science Leader All Staff	
Continue to work towards the Arts Mark through High Quality Arts and Cultural Activities	Arts and Music Leaders	
Continue to improve provision in Design and technology to include opportunities for woodwork and cooking	DT Lead	
2. Behaviour & Attitudes to Learning: Excellence		
Continue to ensure all children have the opportunity to learn in neat, calm, purposeful, positive and productive environments including cloakrooms, corridors, court yard and pod areas.	Senior leaders AHT and DHT All Staff	
Ensure there are clear routines and expectations for children's behaviour around school and attitude to learning. "Ready To Learn" - No time wasting.	Behaviour Lead and Deputy Head All Staff	
Further embed cognitive science and other pedagogies to develop pupils understanding of expectations and attitudes to learning through a well-embedded learning sequence RIPEN.	Head teacher and All Staff	
Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. SEND	Behaviour Lead ELSA and All Staff	
Displays throughout the school ensure that this is consistent approach to calm, attractive, therapeutic environments	Head teacher and All Staff	
3. Personal Development: Courage		
The curriculum design and maps will show how the curriculum offer extends beyond the academic and develops pupils' personal, social, spiritual and moral education to ensure they become responsible, respectful, active citizens. Illustrated maps are being created for each year will be displayed on the website by the start of Sept 2024	Head teacher Teachers Emma Bennett	

Skills Builder is used to track progress in transferrable skills and this links with the school's Careers Education.	Head teacher Teachers	
Assemblies, PHSE, RE, RSE, wider opportunities, educational visits and other activities such as being a member of CitizensUK will be planned to ensure our children are prepared for life in modern Britain including learning about the Five Fundamental British Values so all pupils can learn and thrive together.	Head teacher Teachers	
Educational Visits and Extra Curriculum Opportunities will be audited and reviewed to ensure that the experiences are varied and of a high quality. With particular focus on PP and Vulnerable children	Deputy Head Teachers	
Plan for use of the outdoor learning environment for lessons e.g. Pods, Field, and Courtyard. Could this be timetabled?	SLT Teachers	
Children will learn more about the Equalities Duties, and e.g. Black History Month through Literature, special events and the No Outsiders programme, so that they understand that difference is positive and that individual characteristics make people precious and unique.	Head teacher Deputy Head Teachers All staff	
Continue to embed CREW time and the four values; Courage, Responsibility, Excellence and Wisdom so that pupils develop a strong sense of belonging and community which positively contributes to resilience and well-being.	Head teacher Deputy Head Teachers All staff	
Continue to offer opportunities for the children to experience a wide range of cultural opportunities such as sports and music and arts to develop their imagination and design and making skills to produce long-lasting high quality works of art or artefacts that become treasured items.	Arts leaders Teachers	
Develop pupils' understanding of how to keep physically and mentally healthy (Through Mind Up), eat healthily and maintain an active lifestyle. Revisit the Wheel of Well-Being.	PE Leader and PHSE Leader All Teachers	
Continue to strengthen partnerships that will enhance the social and cultural capital of pupils and staff as well as their academic and personal development, e.g. Citizens UK, Galleries, and Museums. PTA events	Head teacher and All Teachers	
Through visitors in school and educational visits offer good-quality, meaningful opportunities for pupils to encounter the world of work (e.g. through Launch Pad and Form The Future) and align with three of the Gatsby Benchmarks	Head teacher and KS2 Teachers	
4. Leadership and Management: Responsibility		
Promote a Safety First ethos in the school so that all staff and children are aware of their own responsibility to keep themselves and others safe. E.g. awareness of lanyards.	Head teacher, SLT All staff	

Children to be taught about health and safety and risk management e.g. for educational visits. Also about boundaries including visible and emotional boundaries, and consent.	Head teacher, SLT All staff	
Continue to embed the pedagogy & curriculum design of the compass with an emphasis on CREW as a dialogic means to secure other priorities such as pupil well-being, academic knowledge, improved attitudes to learning and achievement. Use the Pod Areas for dialogue and team building.	Head teacher Teachers	
Continue to secure a strong safeguarding culture across ALL aspects of the school's work. Including updated KCSIE, filtering and monitoring, peer on peer aggression, misogynistic and homophobic language, support for disadvantaged pupils, Safer Recruitment, Prevent, online safety etc.	Deputy Head, SLT, Office Team All Staff	
Ensure there is coherence, consistency, and high expectations across in all subjects. This includes a well-mapped ambitious knowledge-rich programme of study and an ambitious vocabulary continuum that is followed with fidelity for each subject. Organise Deep Dives with LA. Oversight form DHT & Release time for Monitoring by Subject leaders.	Deputy Head Teachers All Staff	
Ensure that pupils benefit from highly effective teaching and consistently high expectations. Take a research informed approach and write and formalise a Teaching and Learning Policy.	Head teacher, Deputy Head All Staff	
Ensure that the methodology for formative and summative assessments are well-thought through for both core and foundation subjects, are documented and published on the website, and above all contribute to improved outcomes for children	Deputy Head SLT all Teachers All Staff	
Ensure that SeeSaw is being used consistently not only for communicating with families, but also for pupil self-assessment and reporting to parents	SLT Deputy Head All teachers	
Ensure that CENTURY is being used consistently throughout the school for Home Learning. Review the Home Learning Policy	SLT Deputy Head All teachers	
Ensure all teachers are aware of how to implement Ordinary Adapted Provision to ensure all children including SEND pupils access and engage with an ambitious curriculum and that there is challenge and extension opportunities for all pupils.	SENDCo/AHT Teachers All Staff	
Ensure that leaders have received training in monitoring and reviewing and reporting and are confident in the quality of the educational offer for their subject	Deputy Head Teachers All Staff	
Introduce a school wide programme such as Nautilus to implement the MERR (Monitoring, evaluation, review and reporting) schedule to celebrate success, identify areas for improvement and report to Governors on impact.	Deputy Head Teachers All Staff	

5. Early Years Foundation Stage: All		
The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.	EYFS Leader Deputy Leader EYFS Staff	
Transition into Year 1 is seamless and through continuous provision builds on pedagogy and curriculum in EYFS.	EYFS Leader Deputy Leader EYFS Staff	
Good practice in EYFS is continued through the school e.g. Use of SeeSaw for self-assessment and reporting to parents	EYFS Leader Deputy Leader EYFS Staff Digital Literacy Leader	
Oracy: Staff develop children's communication and language through singing songs, nursery rhymes and playing games. Staff listen to children, respond and encourage their verbal and non-verbal communication and reasoning. "Serve and Return"	EYFS Leader and Deputy Leader EYFS Staff	
EYFS Team are confident and feel supported in their role as a Good Practice setting for the Local Authority.	EYFS Leader and Deputy Leader EYFS Staff	
6. Business and Operations: All		
Ensure the work of the front office and business office align well to support the effective and efficient delivery of curriculum and operations in the school.	Office Manager Finance/Opps Office team	
Health and Safety and Premises - ongoing <ul style="list-style-type: none"> • Health and Safety Audit • CIMT and Business Continuity Plan • Fire Safety • GDPR • Grounds Maintenance 	Office Manager Finance/Opps Office team Head teacher	
Premises <ul style="list-style-type: none"> • Boiler • Kitchen • Fences • Maintenance • Pod Areas and Courtyard Planting 	Office Manager Finance/Opps Office team Head teacher	
Finance <ul style="list-style-type: none"> • Budget Setting • Budget Management • Contract Management including Cleaning, Catering • SFVS 	Office Manager Finance/Opps Office team Head teacher	
Reception and Administration <ul style="list-style-type: none"> • Single Central Register • Communication systems including texting • Admissions, Induction, Transition • Website • Telephone system • Volunteers 	Office Manager Finance/Opps team Office team Head teacher	
Human Resources <ul style="list-style-type: none"> • Recruitment and Retention 	HT, Office Manager Finance/Opps team	

<ul style="list-style-type: none"> • Pay Roll • SCR • Professional Development of All staff • Workload and Well-Being 	Office team	
Ensure the continuing professional development for teachers and all staff is aligned with the business needs of the organisation including evidence based curriculum delivery to develop teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils	Head teacher Deputy SENDCO/AHT SLT All staff	
Workload and well-being of staff is considered and balanced with delivering on the school's core vision and mission including developing and strengthening the quality of the workforce and provision for pupils.	Head, Deputy AHT/SLT Office Manager HR Admin All staff	
Continue to strengthen the culture of distributed leadership and high quality evidence based CPD and JPD opportunities including National Professional Qualifications. (NPQS)	Head teacher Deputy SENDCO/AHT SLT All Staff	