School Development Plan
Academic year - 2023-24

From the 1st of September KAA will be a part of Thinking Schools Academy Trust and some systems may change over the coming year whilst the onboarding process takes place.

Quality of Education for Progress and Outcomes

1.1 Continue to raise attainment in year 1 and 2 through quality first teaching and targeted interventions

1.2 Further develop a consistent approach to practice and provision in EYFS through targeted CPD

1.3 To continue to develop the curriculum through;

    a)Focussing on teaching being designed to help pupils know and remember more, through the use of retrieval practice

    b)Continuing to adapt and develop the curriculum to meet the needs of pupils with SEND

    c)Embedding a progressive and selective approach to teaching of vocabulary across the school in all curriculum areas

1.4 Raise attainment in writing through reviewing approaches to planning,practice and CPD across the school

Behaviour and Attitudes for progress and outcomes	Personal Development for progress and outcomes	Leadership and management for progress and outcomes
2.1 Continue to further refine the schools behaviour policy and improve attendance through completion of the Behaviour Hubs programme.	3.1 Provide opportunities to promote the extensive personal development of pupils so that all pupils have access to a wide,rich set of experiences.	4.1 Create coherence and consistency across the school through revised expectations of learning environments, learning expectations and curriculum sequencing.
2.2 Develop pupils' motivations and positive attitudes to learning through the implementation of consistent systems of recognising and rewarding positive behaviour and attitudes.	3.2 Develop the role of our Sports leaders, school council and Wellbeing Ambassadors to promote good physical and mental health	4.2 Embed the monitoring processes of subject leaders in monitoring the intent, implementation and impact of their subject from the early years to the end of key stage 2.
2.3 Reduce fixed term suspensions through the implementation of an enhanced provision for children with complex SEMH needs as well as development of the roles of the pastoral team.	3.3 To support children in keeping safe in all areas of life especially online and ensure the pastoral provision meets individual needs across the school	