

Lauriston School

School Improvement Newsletter

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SDP Newsletter – What's this all about?



We write a termly newsletter to communicate the work going on in school towards our **School Development Priorities (SDP)**. The aim of this is to share our priorities with the whole school community, and keep you updated with the progress being made against those priorities. It's all about our continued drive for school improvement for the best experiences and outcomes for our pupils! Today's newsletter is to share our School Development Priorities for this academic year and share some of our plans to address these priorities this year. We'll then be writing again, with a detailed update against our School Development Priorities, later in our Spring SDP newsletter!

School Development Priority Targets

Our school development priorities have been driven by: trends in our results, feedback from Ofsted, SIP visits, parents, pupils and staff and new developments across the school or curriculum. Our School Development Priorities were shared with school governors in July 2023, then shared with all staff in our September INSET training, and now are shared with our Parent & Carer community! **Our school development priorities feed into every aspect of school improvement:** Action plans, Inset Days, monitoring, staff training, pupil progress meetings and staff appraisals. They are even linked directly to Governing Body visits to the school!

Our school development priorities for academic year 2023-24 are:

- 1) Develop a 'Mini-Schools' model within Teaching & Learning.
- 2) Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.
- 3) Review, develop and re-embed Feedback Policy.
- 4) Further develop inclusive practice within the wider curriculum provision.
- 5) Review and develop SEND strategy and provision.



1) Develop a 'Mini-Schools' model within Teaching & Learning.

This priority is designed to help support phase and year groups to understand Teaching and Learning priorities and the core concepts children must master before leaving their year group of phase. Each mini school (EYFS, Yr 1&2, Yr 3&4 and Yr 5&6) end with a statutory assessment and allows the school to ensure pupils academic trajectory is on track at each point of the academic journey. These mini school expectations will be tracked through pupil progress meetings and there will continue to be a focus on lowest attaining 30% of pupils. Raising the expectations for each 'Mini School' will help reduce the need for intensive 'catch up' in upper Key Stage Two.

2) Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.

This priority reflects our continued desire to put pupil voice at the forefront of children's educational journey. We have made great progress within this area in recent years and want to continue to develop and raise the profile of this area of school life. Feedback from pupils and staff and parents suggests a real desire to further strengthen and support peer to peer relationships, especially during unstructured parts of the school day (i.e playground). Having a specific focus on pupil relationships should also continue to impact positively on the high standard of behaviour we see within classrooms at Lauriston. We are looking forward to sharing the great work from pupil groups such as Project Possible, Pride Youth Network, the new pupil curriculum team, ambassadors and our fantastic school council.

3) Review, develop and re-embed Feedback Policy.

The feedback policy is an area within all schools which needs to be reviewed at regular intervals. Schools need to ensure it is fit for purpose, consistently followed and based on relevant academic research which will lead to improved pupil outcomes. Monitoring from across the school revealed very consistent and high-quality pupil outcomes in pupil books, but some variance to the teacher 'presence' (i.e written feedback). This year the Teaching and Learning Leads from across the Federation will be working together, alongside Mr Harris, to review the current Federation Policy, trial changes in specific year groups and then embed across the whole school. The policy needs to support pupil progress and outcomes, without exacerbating unnecessary workload. This is a really exciting piece of work for the team!



4 Further develop inclusive practice within the wider curriculum provision.

Over the previous academic years, the wider curriculum provision has been reviewed and strengthened in terms of curriculum coverage and the quality of teaching and learning. Specific subjects have been reviewed to ensure a more inclusive approach and curriculum content and this will continue to be a focus for this year. There will continue to be a drive to see more creative ways of recording pupil outcomes and in Science, History and Geography, R.E & Art.

5 Review and develop SEND strategy and provision.

Following very positive feedback from Ofsted about SEND provision at Lauriston, we want to have a focus on this area to ensure a collaborative and whole school approach to supporting SEND pupils. This will be a focus for October's INSET training and training teachers to adapt their planning and resources to consistently meet all pupils needs and ensure progress will be a focus of our CPD (*continuing professional development*) training. There will be a whole school SEND provision map which is shared with all staff to ensure all middle leaders are monitoring for effective SEND teaching – not just the SENCO.



Thank you for reading! Have a wonderful weekend and look out for our next update in Spring!

Sophie Elliott & Ian Lovett – Lauriston Leaders of Learning