

School Development Priorities to support the <u>quality of education</u> .	Reasons behind priority
<p>To work towards 90% of pupils meeting the expected standard of achievement in Reading, Writing and Maths when they leave the school.</p>	<p>In 2025, 98% of children in Year 6 achieved the expected standard in Maths, 96% in Writing and 89% in Reading and GPS. In 2025, 87% of pupils reached the expected standard in all subjects - reading, writing and maths. These outcomes reflect consistent high attainment in all subjects over a number of years. We want to build on this success so that at least 90% of children meet and exceed the expected standard in <u>all core subjects</u>.</p>
<p>To develop staff awareness and confidence in the appropriate use of AI. To develop a well-researched and considered policy on the safe and appropriate use of AI in primary schools.</p>	<p>The use of AI is advancing at an exponential rate and all school staff (and governors) will need to be aware of the advantages and disadvantages associated with this development. Children are already exposed to AI and need to be educated on how to discern its use in the images and information presented to them. They need to be aware of the bias and misinformation that may be exposed to through AI and the potential security risks posed. Children need the opportunity to develop their creativity and independence in thought, speech, writing and the arts without the use of AI so that they do not become deskilled or limited in their educational and emotional development.</p>
<p>To develop staff awareness of racial literacy. To audit the curriculum to ensure that the curriculum reflects a range of experiences, backgrounds, and perspectives.</p>	<p>72.2% of our pupils are from ethnic minorities. Whilst the school is wholly inclusive and has an excellent reputation for its provision for all pupils, it is important to ensure that all ethnicities continue to feel valued and represented. Leaders actively promote equality of opportunity, recognising that whole staff training must be current and targeted to help specific pupils including those with protected characteristics. Participation in Hemisphere staff training (a three-year programme) will enable all staff to challenge racial bias and improve their racial literacy so that all pupils are able to thrive in their learning. The curriculum is also being audited to ensure it incorporates literature from a diverse range of authors, highlights issues related to social justice, and includes multicultural perspectives in history and social studies.</p>