

What are we aiming for?

<u>Leadership and Management</u>	
Development Statements 2024 / 25	
Leaders continue to have a <u>clear and ambitious vision</u> for providing <u>high quality education to all pupils</u> and <u>highly effective professional development</u> and <u>well-being support</u> for staff.	All systems for Safeguarding are effective.
<u>What Does Success Look Like?</u>	
Egerton is awarded the Inclusive Schools Award. Pupils with SEND thrive in our school both in the classroom and in their personal development and well-being. School values align with our ambition for all pupils and staff. Governors continue to implement a comprehensive monitoring plan to carry out their role effectively. Governors are highly knowledgeable about all areas of school life, especially curriculum expectations for all pupils and the arrangements for safeguarding. Leaders have used Schoot and other CPD opportunities to carefully align performance management and professional development to the curriculum intent and personal development of staff. Performance management for all staff specifies high quality CPD opportunities. Leaders ensure that standards in safeguarding practice are high and the statutory requirements of KCSIE 2024 are met including those relating to online safety. Staff questionnaire demonstrates that staff have high levels of job satisfaction relating to their workload and wellbeing support. Parent questionnaire demonstrates that parents feel the school is ambitious for all pupils.	

Quality of Education

Development Statements 2024/ 25

Egerton continues to deliver a **well-sequenced, evidence-based** and **ambitious curriculum** for **all pupils**. All children, **particularly those with SEND** achieve highly.

What Does Success Look Like?

Data at the end of the academic year remains above national expectations in GLD, phonics, multiplication and end of KS2 assessments.

Egerton is awarded the Inclusive Schools Award.

There is a gradual approach through school to the change to the NCETM mastery curriculum for all pupils.

Through CPD opportunities, all staff are aware of mathematical structures and their role in problem solving.

NCETM's Mastering Number is implemented in EYFS, KS1 and KS2

All subjects have documents showing the sequential teaching of knowledge and skills from EYFS to Year Six.

All Knowledge organisers are adapted to be specific about the specific knowledge children NEED to know and the additional knowledge it is NEAT for them to know. As a result, children demonstrate that they have remembered what they NEED to know.

The professional development project on pedagogy is evident in all classrooms. Lessons follow a format of spaced retrieval, retrieval, building my mental models, consolidate my mental model and share my new learning, assess my new learning.

Assessment focuses on the need to know knowledge that the children have acquired.

Curriculum leaders are highly engaged with the professional development opportunities through Schoot, including the cluster subject lead forums.

Curriculum Impact Statement

A focused environment enables attention to be paid to small manageable steps that builds on prior knowledge and can be processed in the working memory.

Due to the well-sequenced and the progressive nature of our curriculum, children regularly revisit concepts and link ideas together, thus retrieving knowledge from the long term memory back into working memory.

Therefore, children know more, can remember more and do more in all subjects across the curriculum.

Due to teachers delivering subject content sequentially, pupils' knowledge in all subject areas is well-developed.

Across the curriculum, pupils are able to learn skills in order to achieve and aspire to further success in all subject areas. Excellence in early reading, progression in fluency and acquisition of comprehension skills means that Egerton pupils develop a love of reading across the curriculum.

School evaluation and school development consistently evaluates the curriculum impact and adapts processes.

Pupil's achievements in statutory testing is consistently in line or above the national averages.

All pupils move onto the next stage of their education with the knowledge, skills and citizenship to LEARN further, ACHIEVE their goals and ASPIRE to their future success.

Personal Development and Well-Being

Development Statements 2024 / 25

There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils (including those with SEND), consistently benefit from this excellent work.

What Does Success Look Like?

The sequenced curriculum is enriched by wider opportunities both within and beyond the school day.

Children with SEND are actively encouraged and supported to engage in wider opportunities.

The school council's work has a significant impact on the ethos of the school.

The planned sequence of assemblies ensures diversity and equality is celebrated. Children are able to talk about how we celebrate difference and have a knowledge of the protected characteristics.

British values are promoted throughout our school ethos.

Pastoral support for pupils is timely to ensure early intervention and ongoing support.

Pupils who require Early Help are signposted to the appropriate support which is reviewed in a timely manner appropriate to need and work implemented.

Behaviour and Attitudes

Development Statements 2024 / 25

Pupils continue to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

What Does Success Look Like?

Children talk confidently about the Zones of Regulation and the tools they use to help them manage their emotions. E-safety champions are prominent in school life and have an impact of pupil's understanding of how to stay safe online. Parents are highly aware of new working together to improve school attendance and school attendance is consistently above the national average.

Where children have persistent absence, this is carefully monitored by the attendance lead and Early Help or health plans implemented to support improvement.

The school's values demonstrate the high expectations we have for behaviour.

The behaviour policy is up to date and in line with expectations in the school.

Children have a deep understanding of what constitutes bullying. They celebrate anti-bullying week and recap this knowledge throughout the year.

All children have access to a sequenced relationships and health curriculum which promotes the characteristics of healthy relationships.

Leaders deal with any incidences of bullying quickly and effectively.

Leaders understand that all behaviour is communication of a need. They use a wide range of strategies to support pupils understanding of how to regulate and are proactive in identifying when situations might be difficult.

Early Years

Development Statements 2024/ 25

Egerton continues to deliver a **well-sequenced, evidence-based** and **ambitious curriculum** for **pupils** in EYFS. All children, **particularly those with SEND** achieve highly.

What Does Success Look Like?

Curriculum is well sequenced from EYFS to Y6
Knowledge organisers are completed for EYFS
The outdoor area supports knowledge development in knowledge organisers
Early reading is highly effective and books are matched to teaching.
The inclusive schools award acknowledges the adapted curriculum for SEND in EYFS