



English School Priorities 2024-25

Develop writing stamina in English writing lessons.

More opportunities for GDS writers to write at length.

Ensure standards of writing are consistently high across all subjects

Develop whole school understanding of new writing cycle.

WRITING PRIORITIES

READING AND WRITING

FROM SCHOOL DEVELOPMENT PLAN

To urgently improve outcomes for all groups of pupils in reading, writing and mathematics by the end of Key Stage 2 to meet national averages,

Reading/Writing/Maths combined 61% Reading 74% Writing 72% Mathematics 73% Spelling/Punctuation/Grammar 72%

FROM SCHOOL DEVELOPMENT PLAN

As a matter of urgency, Senior Leaders, alongside the English and Mathematics' leaders, must work together to fully analyse the reasons behind the dip in outcomes at the end of Key Stage 2, ensuring changes are made swiftly to secure improved outcomes for pupils (Reading/Writing/Maths combined 61%, Reading 74%, Writing 72%, Mathematics 73% and Spelling/Punctuation/Grammar 72%).

FROM SCHOOL DEVELOPMENT PLAN

English and Mathematics subject leaders, initially supported by senior leaders, should adopt a solution focused approach when sharing data, addressing issues in a positive and pragmatic manner. This should include, sharing the headlines, what this means for specific cohorts and how any areas causing concern will be swiftly addressed.

FROM SCHOOL DEVELOPMENT PLAN

Senior leaders should coach and develop subject leaders and governors' skills in monitoring the quality of education

READING PRIORITIES

Provide good opportunities for GDS readers in school.

Ensure the library session and reading records are used to support regular reading opportunities

Provide opportunities for children to access libraries in the local community.

Improve parent involvement in reading throughout the school.

Ensure that pupils have good awareness of a range of authors

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