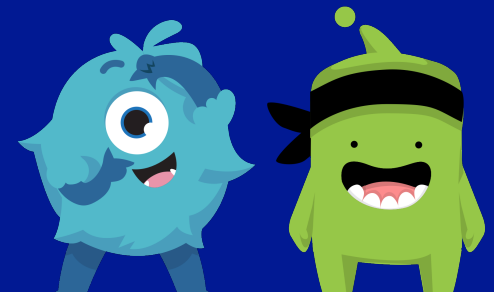


# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## AREAS FOR WHOLE-SCHOOL DEVELOPMENT

IF YOU CAN DREAM IT, YOU CAN DO IT!



At Florence Melly Community Primary School, in collaboration with staff and Governors, we have identified the following five priorities as key areas for development as part of our whole-school development plan 2024/25. These priorities are by no means an exhaustive list of action areas but they are the five main areas of investment for this year. Underpinning these priorities are individual comprehensive action plans, collated and adopted by those leaders responsible for these areas of school life.

### Whole-school long-term development priorities (2024/25 and beyond)

Attendance	Reading	Curriculum	EYFS	Leadership
<p><b>Develop and maintain a whole school culture that promotes high rates of attendance; reducing persistent absenteeism.</b></p> <p>We want to set the highest expectations for the attendance and punctuality of all pupils and communicate these regularly. We want all stakeholders to understand what is expected of them and why attendance is important. We firmly believe that good attendance is a learned behaviour, and recognise that attendance is not a discrete piece of work but an integral part of our school's ethos and culture.</p>	<p><b>Develop a genuine love and passion for reading, writing, speaking and listening so that our pupils are fully prepared for the challenges of life beyond Florence Melly.</b></p> <p>Create an environment steeped in high-quality texts and endless opportunities for pupils to read, write and talk for pleasure and for a range of contexts and purposes. We are committed to ensuring that every child leaves our school with the ability to read, write and talk fluently, confidently and with deep understanding so that they can positively contribute and flourish in the wider world.</p>	<p><b>Further hone our exciting and vibrant curriculum offer, with our BIG DREAMS and core values at the heart, so that our children gain the subject specific skills and knowledge they need to be prepared for the next stage of their lives.</b></p> <p>Ensure coherent, cumulative and connected coverage from the EYFS through to Year 6 so that our teachers understand how the curriculum components build towards clearly defined end goals. As a result, our pupils will know more, do more and remember more!</p>	<p><b>Improve standards in Early Years - ensuring that our pupils get off to the best possible start regardless of their starting points.</b></p> <p>We aim to build on the recent improvements in Early Years by providing an exciting EYFS curriculum that responds to pupils' needs, talents and interests and ensures that our pupils have access to rich language from the earliest possible stage. We want to continue to diminish the difference in attainment in Early Years, so that our children achieve in line with their counterparts nationally.</p>	<p><b>Strengthen leadership at all levels and embed a culture of shared, collective and extended leadership in order to build sustained capacity for change and improvement.</b></p> <p>Develop middle/subject leaders so that they impact standards in their areas of responsibility. We will embed a high accountability culture and empower leaders at all levels to deliver a high-quality education and curriculum that excites pupils' interest and motivates them to learn.</p>

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