Summary School Improvement Plan 2021-22. 

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| **Ofsted judgement 1****Quality of Education:****(Implementation)** | **Key Priority** **Ensure that staff are delivering high quality learning experiences across the curriculum to develop strong subject knowledge – this includes continued work to ensure pupils ‘make up ground’ in Reading, Writing and Maths following the second lockdown.** | **Priority 1**High quality curriculum planning is embedded, consistent and ensures content is taught in logical progression, systematically and explicitly across the whole curriculum, enabling pupils to acquire the intended knowledge and skills. | **Priority 2**High quality, targeted teaching of Reading ensures that targeted pupils continue to ‘catch up’ from Sept baselines distorted by the lockdown. | **Priority 3**High quality, targeted teaching of Maths ensures that targeted pupils continue to ‘catch up’ from Sept baselines distorted by the lockdown |
| **Ofsted judgement 1****Quality of Education:****(Impact)** | **Key Priority** **Subject leads can evidence strong progress by all groups of pupils in Core and Foundation subject knowledge and skills. The curriculum is highly effective for all pupils.**  | **Priority 1**Pre and post assessment tasks are fully embedded in Foundation subjects and used to inform planning as well as evidence strong progress | **Priority 2**Subject leads are highly effective in monitoring teaching, learning and outcomes to ensure the curriculum impacts positively on all pupils. | **Priority 3**Subject leads can use their monitoring evidence to provide professional challenge where teaching is less effective. |
| **Ofsted judgement 2****Behaviour and attitudes** | **Key Priority****School policies, procedures and everyday practice ensures that children can flourish in a safe environment.** | **Priority 1**To ensure that all children are well informed and compliant with necessary Covid measures. The behaviour of children maintains safety for all. | **Priority 2**To ensure there are highly effective and well understood strategies for both pupils/parents to identify and prevent bullying. | **Priority 3**To improve policies, procedures and everyday practice to keep Children safe online both at school and at home. |
| **Ofsted judgement 3****Personal development**  | **Key Priority** **Ensure that strong emotional support and positive learning attitudes lead to good outcomes for pupils.** | **Priority 1**Pupils are well supported emotionally to deal with Covid anxieties and Covid related family issues that impact them. | **Priority 2**The ‘Goodness to Greatness’ initiative leads to improved awareness of health/wellbeing and ‘real life’ changes for pupils in all classes. | **Priority 3**The focus on Sustainable Global Devt. Goals ensures all pupils deepen their environmental awareness in both local and global contexts.  |
| **Ofsted judgement 4****Leadership and management** | **Key Priority** **Ensure leaders at all levels are highly effective in monitoring and influencing the curriculum**  |  **Priority 1**Develop capacity at Governor level so that they can evidence their impact on school improvement (New Governor Monitoring Group) | **Priority 2**Develop capacity at senior leadership level so that they can evidence their impact on school improvement (New member of SLT) | **Priority 3**Develop capacity at middle leadership level so that they can evidence their impact on school improvement (New Literacy Lead) |
| **The quality of early years education** | **Key priority****The quality of Early Years Teaching is strong and highly engaging continuous provision leads to strong outcomes**  | **Priority 1**The EYFS Teachers are well supported to deliver high quality provision (Job share + return of staff member after long term sickness) | **Priority 2**Arrangements for New Pilot Baseline assessments are undertaken successfully  | **Priority 3**Direct teaching of reading leads to highly effective early decoding and increased fluency |