

School improvement priorities

1. The quality of education

English

- Continue to build upon the reading for pleasure culture across the whole school which impacts on reading outcomes.
- Improve attainment and progress in writing across school, particularly for boys, and improve the attainment of greater depth standard for all groups.

Curriculum development

- Use a recovery, arts-based curriculum to support transition and 'catch-up' as school re-opens post pandemic closure.
- Continue to develop, implement and build coherence and understanding around the delivery of a thematic curriculum in school so that children experience an inspiring, deep curriculum which ignites curiosity and the desire to learn.
- To further develop the use of continuous provision in EYFS and KS1, including enhancing F2 outdoor area.

Maths Mastery

- Fluency in maths, including the accurate and rapid recall of times tables, is improved so that at least 75% of each class meet age-related expectations in line with the school's arithmetic spine by the end of the year.

2. Leadership and Management

Developing curriculum team and subject leadership

- Subject leadership will be further developed so that middle leaders are more confident to monitor teaching and learning in their subjects and can impact positively on teaching and learning, standards, and pupil outcomes.

Developing subject specific pedagogy/expertise

- Subject leaders to further develop their subject progression maps so that content knowledge is clearly operationalised to develop knowledge progression.

Governance

- The Local Governing Body develop a clear knowledge and understanding of the school's curriculum vision, delivery model and implementation and impact of leaders' actions, so that they are confident to articulate this.
- Governors develop a succession plan.

3. Personal development, behaviour, attitudes and inclusion

- To implement new attendance data submission criteria for early years, CLA pupils and COVID related absences.
- To ensure that positive relationships with parents are forged to support teaching and learning.
- To support staff to plan effective SEND provision for children so that children with SEND are making progress in line with their personalised targets.
- The behaviour and relationship policy is consistency practiced across school with all pupils
- To continue to support vulnerable pupils and their families in accessing appropriate support.
- Support colleagues to understand and feel empowered to act upon and signpost families to appropriate support
- Continue to promote and maintain a mentally healthy environment for staff, pupils and families