

School Improvement Plan Targets 2020 – 2022

<p style="text-align: center;">Outcomes for Pupils</p>
<ul style="list-style-type: none"> • To narrow the gap in vocabulary across all phases of the school • To increase the percentage of pupils on track in reading from years 1-5 • To increase the percentage of pupils on track in maths from years 1- 5 • To ensure 85% of pupils achieve at least 80% in the year 4 tables check • To raise attainment in phonics by the end of reception • To raise attainment in phonics by the end of year 1 • To ensure all pupils know the upper and lowercase alphabet by the end of year 1 • Raise attainment in spelling by the end of KS1 and KS2
<p style="text-align: center;">Quality of Teaching, Learning and Assessment</p>
<ul style="list-style-type: none"> • To further develop warm ups in maths to support pre-teaching, revision and mastery • To ensure all teachers effectively develop a deeper understanding of maths for pupils of all abilities • To further develop TA subject knowledge and consistency of practice in vocabulary acquisition • To further develop subject knowledge of all staff in speech, language and communication • To further develop reading through text based writing inputs • Further develop self-assessment in reading to support SATs in KS1 and KS2
<p style="text-align: center;">Behaviour, Safety and Welfare</p>
<p>Safeguarding</p> <ul style="list-style-type: none"> • To reduce the percentage of pupils who are persistently absent • Identify pupils where behaviour is influenced by SLC • Identify strategies to support pupils with behavioural needs linked to language deprivation • To review evacuation and invacuation plan and guidance including calendar and frequency of practice
<p style="text-align: center;">Leadership and Management</p>
<ul style="list-style-type: none"> • To ensure intervention has maximum impact, accelerating progress during COVID-19 recovery period • To develop a culture of parental engagement in home learning • Governors to collect the views of parents regarding home school learning in KS1 and Early Years • To establish roles and responsibilities regarding speech, language and communication • To review teacher workload
<p style="text-align: center;">Foundation Stage</p>
<ul style="list-style-type: none"> • To raise attainment in reading by the end of Reception • To increase phonetic awareness by the end of nursery • To ensure rich experiences promote an understanding of people, families and communities beyond their own • To further develop subject knowledge of all staff in speech, language and communication • To review the speech and language intervention referral process