

School Improvement Plan Targets 2022 – 2025

Overarching goals

- Close the gap between disadvantaged and other children
- Ensure the lowest 20% make rapid progress and leave school with the skills they need to succeed
- Ensure all pupils become fluent readers
- Ensure all children are challenged in all subjects and that they ‘know more and remember more’
- All children access a rich curriculum supported by wide, varied and meaningful experiences
- Ensure staff wellbeing is not only managed but that workload is manageable, staff feel valued and have high levels of job satisfaction

This will be done by focusing on doing the simple things really well. Ensuring gaps do not form (keep up not catch up) by identifying and addressing gaps rapidly. The implementation of Read, Write Inc. will ensure that reading will not become a barrier for any child. Subject leaders will systematically review all subjects and how they are taught using current research including the implementation of Rosenshine’s principles. Oracy will underpin many of these principles. Teachers will declutter the curriculum by removing unnecessary work in books to enable great emphasis on discussion, review and retrieval. The amount of substantive knowledge taught will carefully balance the need to spend time reviewing and retrieving. Teachers will understand how schemas support children’s knowledge acquisition. Teaching assistants will be trained to further support independence. By making small changes to strategies, teachers will have more time to support children to know more and remember more.

The impact of COVID is a key barrier to this School Improvement Plan. Many children have significant gaps in their learning. The school will ensure these gaps are identified, prioritised and addressed rapidly.

Quality of Education
• To ensure pupils develop detailed knowledge and skills based on clear end points across the curriculum and as a result achieve well • To ensure all children learn to read fluently, develop excellent comprehension and enjoy reading • To ensure the bottom 20% of pupils make rapid progress in all subjects • To ensure all children leave each year group with the knowledge they need through school wide focus on ‘keep up not catch up’ • To ensure the most disadvantaged perform at least in line with other children nationally in all subjects • To ensure Rosenshine’s 10 principles of instruction and are embedded across the school • To ensure all staff understand schemas and how they support learning

Behaviour and Attitudes
• To reduce the percentage of pupils who are persistently absent • To transfer behaviour monitoring system to CPOMS • Identify pupils where behaviour is influenced by SLC
Personal Development
• To develop pupils' independence through metacognition • To develop the use of teaching assistants to support independent thinkers and build resilience • Further enhance opportunities to celebrate and explore culture within Britain and beyond • Further develop, model and encourage respectful relationships in person and online
Leadership and Management
• Further develop the role of KS1 leader • Transfer to new communication system and online payment • To further improve safeguarding systems through CPOMS • To ensure staff consistently experience high levels of wellbeing • To further develop a culture of parental engagement in home learning post COVID • To establish roles and responsibilities regarding speech, language and communication
Foundation Stage
• To ensure all pupils without SEND are on track in reading and maths by the end of reception • To further develop independence in reception • To ensure rich experiences promote an understanding of people, families and communities beyond their own • To further develop subject knowledge and pedagogy of all staff in speech, language and communication