



School Improvement Priorities Summary 2021/2022

School Improvement Priorities	
Objective 1 Quality of Education	1a) To ensure the school's curriculum intent and implementation are embedded consistently across the school so that work is of consistently high quality in all wider curriculum subject areas. 1b) To ensure a culture of challenge runs throughout the school.
Objective 2 Behaviour and Attitudes	2) To use our school ethos, values and routines to support children in their recovery and development post-pandemic.
Objective 3 Personal Development	3) To continue our focus on wellbeing and recovery due to the effects of COVID 19 – Embed the RSE curriculum. Further develop active, outdoor learning, forest schools and support emotional resilience and well-being.
Objective 4 Leadership and Management	4) To further develop the role of subject leaders to enable them to develop themselves as specialists in their curriculum areas and to take full responsibility for the subjects they lead.
Objective 5 Early Years	5) To ensure that the new EYFS Reforms 2021 are embedded and utilised effectively.

**Priority 1a
Curriculum
Intent & Implementation**



Successes

Joined up thinking – linked learning – making connections

Wealth of knowledge – Pupil voice demonstrates that they know more and are remembering more

Enthusiasm for learning Purpose for learning

Principles . . .

Enquiry Based Big Questions

Retrieval Practice

Knowledge Rich / Sequenced

Language rich

Active

Enquiry Based

Big Questions

Topic has a big question which is broken down into weekly little ones

Pre-learning task to ascertain previous knowledge

End with an assessment task where the children answer the question

Retrieval Practice

Regular opportunities to revisit previous learning

Repeatedly recalling learned material -quizzing

Based on cognitive science

Spaced retrieval

Little & often



Knowledge Rich / Sequenced

- Knowledge Organisers
- Progression Documents
- Pre-learning task
- Ending with an assessment
- Making connections

Language Rich

- Vocabulary Progression across school
- Core vocabulary taught at the start of each lesson – provide children with the language to succeed
- Key vocabulary on Knowledge Organisers
- Closing the language gap

Active

- Outdoor timetabled sessions
- Forest schools
- Teach Active
- Orienteering
- School Grounds
- Active engagement



Education is not the filling of a pail, but the lighting of a fire! W.B. Yeats

Priority 1b Culture of Challenge For All



High expectations in every lesson, developing strategies to stretch our higher achievers (a rising tide), has a wider impact on all pupils allowing them to achieve their full potential, (lifts all ships).

Ensuring challenge, independence, resilience, risk-taking and creativity are applied to all teaching and learning, significantly improves pupil outcomes.

High expectations, careful task design and use of big questions all play a part, alongside the organisation of the learning.

Principles . . .

Prior knowledge / Assessment

Depth

Maths Hub

KS1 Pupil Led Learning

Socratic Questioning

Prior knowledge

Pre-learning task to ascertain previous knowledge and gather children's own enquiry strands

Plan from where the children are

Importance of deeper levels of knowledge and understanding to underpin pupils' thinking, promoting working at greater depth.

Depth

Regular opportunities to revisit previous learning and make connections

Positive feedback techniques linked to deep and rich questioning.

More able to dig into an area more deeply, going laterally or to use more complex terminology to describe abstract ideas.



Maths Hub

- Audit of current provision
- Action Plan created with support from Maths Hub TRG Lead teacher
- Staff Training
- CPA approach to be further developed
- Challenge for all abilities

KS1 Pupil Led Learning

- Continuous Provision areas in class with challenge
- Independent Enquiry - Plan - do - review approach
- Outdoor Learning
- Training course and network for class teacher

Socratic Questioning

Deeper Questioning - opening up children's way of thinking, taking it in new directions, including the exploration of complicated ideas, getting to the truth, opening up issues and problems, uncovering assumptions and analysing concepts.

Teacher questioning to encourage critical thinking



"A rising tide, lifts all ships!" Joseph Renzulli

Priority 2 Behaviour & Attitudes

To use our school ethos, values and routines to support children in their recovery and development post-pandemic.



Successes: Pupils tell us that they feel safe and that bullying rarely happens but when it does it is dealt with well.

Attendance is good and above national

Behaviour is excellent and when it occasionally falls below our expectations it is dealt with swiftly, effectively and sensitively.

All significant behaviour incidents are logged on CPOMs, followed up & closely monitored.

Principles . . .

Core Values

Classdojo

Well-being

Early Intervention

Attendance

Core Values

Work with all stakeholders to establish a set of core values

Plan a programme of assemblies & SMSC linked to our core values

Review our approach to SMSC

Values based stories & picture books integrated into the curriculum

Classdojo

Improves communication between home and school

Positive behaviour reward system

Consistent approach

Celebration of success

1

2

Well-being

Early identification of vulnerable pupils to ensure targeted individual support and intervention

Work closely with families and outside agencies for children who are struggling at home and at school.

Implement suggestions from supporting CYP with Anxiety Training

Outdoor learning

Metacognition & Self-regulation

Early Intervention

Early identification of vulnerable pupils to ensure targeted individual support and intervention

Talkabout

Therapeutic Stories (if needed)

Referrals to outside agencies

Mental Health Lead

Close monitoring and early intervention

Attendance

Attendance review from the LA

Our attendance is good and above national in all areas

We do have a small number of families who go on holiday in term time

Attendance falls in the summer on Mondays & Fridays – this could be improved

Small number of children who are PA and need support

3

4

5

"Educating the mind without educating the heart is no education at all," Aristotle

Priority 3 Personal Development



To continue our focus on wellbeing and recovery due to the effects of COVID 19 – Embed the RSE curriculum. Further develop active, outdoor learning, forest schools and support emotional resilience and well-being.

Successes: Personal Development is a strength of the school.

Our new school motto is "Care, believe, achieve together." Personal development is a key focus of the school's work our aim is to help the children to be good people who go on to achieve great things. Pupils are confident and self-assured. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. The development of SMSC is a high priority and this is embedded in the school's culture and is a golden thread which runs through all curriculum areas – children work on global goals, discuss British Values and have achieved the gold award for their work with LGBT+. We openly discuss protected characteristics and also celebrate similarities. A strong values ethos is reflected in pupil relationships and the ethos of care is evident in everything we do.

Principles . . .

RSE

Active Learning

Emotional Resilience

Educate & Celebrate

Investors in Children

RSE

- Relationships Education
- Sex Education
- Health Education (PSHE)
- Staff Training
- Parental engagement

Active Learning

- Outdoor Learning - timetabled
- Forest schools
- Active Uniform
- Orienteering
- Active English & Active Maths

1

Reviewed in light of the OFSTED Guidance on sexual harassment and abuse in school

2

Emotional Resilience

Implement suggestions from supporting CYP with Anxiety Training

Metacognition & Self-regulation

Talkabout

Curriculum focus on well-being and self-esteem, self-regulation PSHE

3

Our curriculum enables pupils to recognise online and offline risks to their well-being

Educate & Celebrate Gold

- Youth Pride Network
- Review of all policies
- Teaching & learning resources
- Creativity focus
- Pride library

4

Develop a bank of teaching resources and plans to support inclusion and diversity

IIC Award

- Pupil Task Force
- Pupil Voice
- Active citizens – giving service
- Establish regular, varied consultation opportunities which result in clear and published actions

5

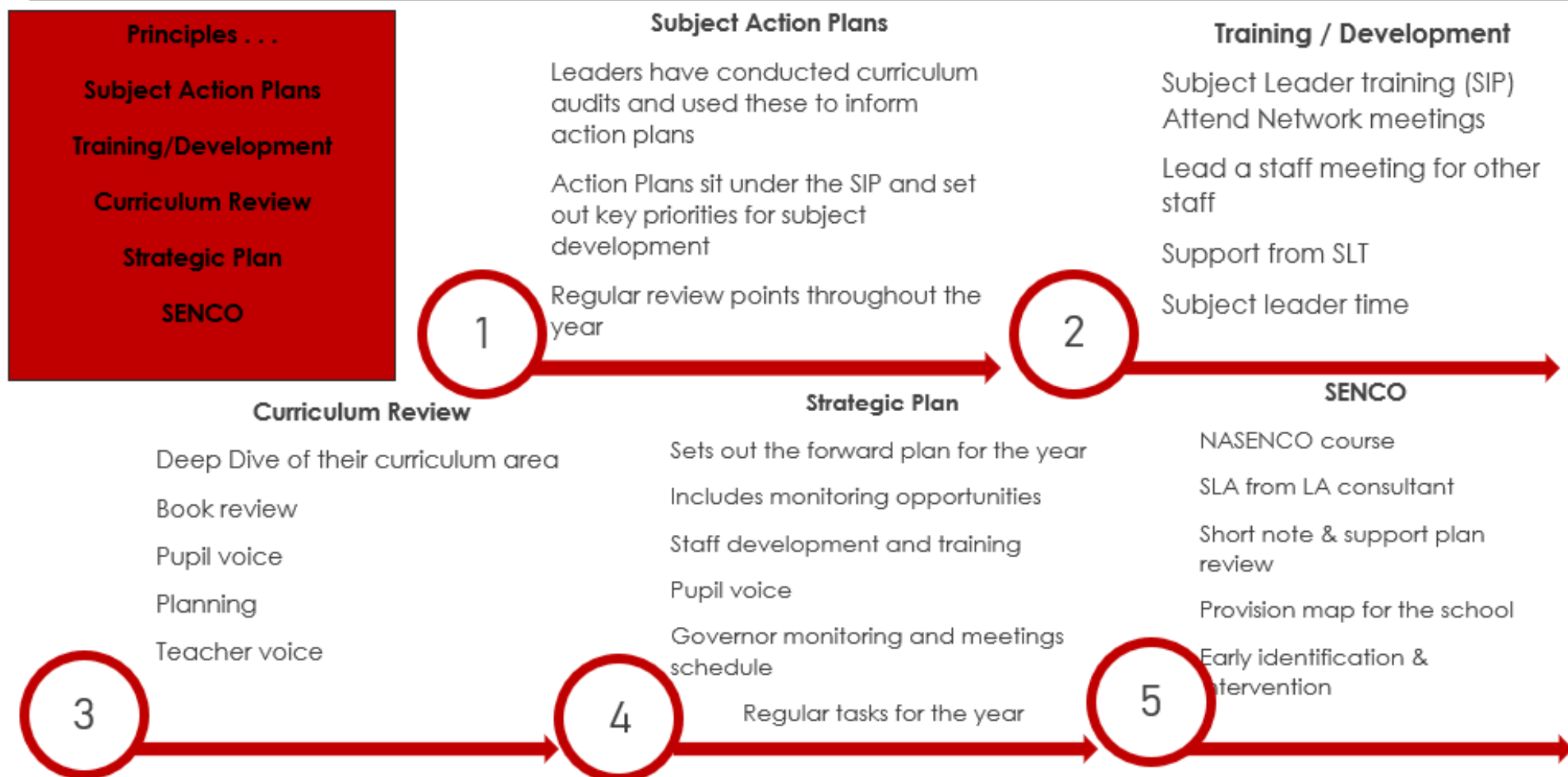
Please remember, you're braver than you believe, stronger than you seem, and smarter than you think! Winnie the Pooh

Priority 4 Leadership & Management



To further develop the role of subject leaders to enable them to develop themselves as specialists in their curriculum areas and to take full responsibility for the subjects they lead

Context: New leadership team January 2021 Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic. Committed to continuous improvement in teaching and learning; this is underpinned by an effective well planned CPD programme in order to facilitate the exchange of best practice. We provide opportunities for teachers to consider and experiment with their learning and ensure that CPD leads to improvements in the quality of education. Performance management of teaching and support staff links to school priorities and to teaching and learning to ensure that we continue to evolve and move forward. Staff feed into their own development priorities.



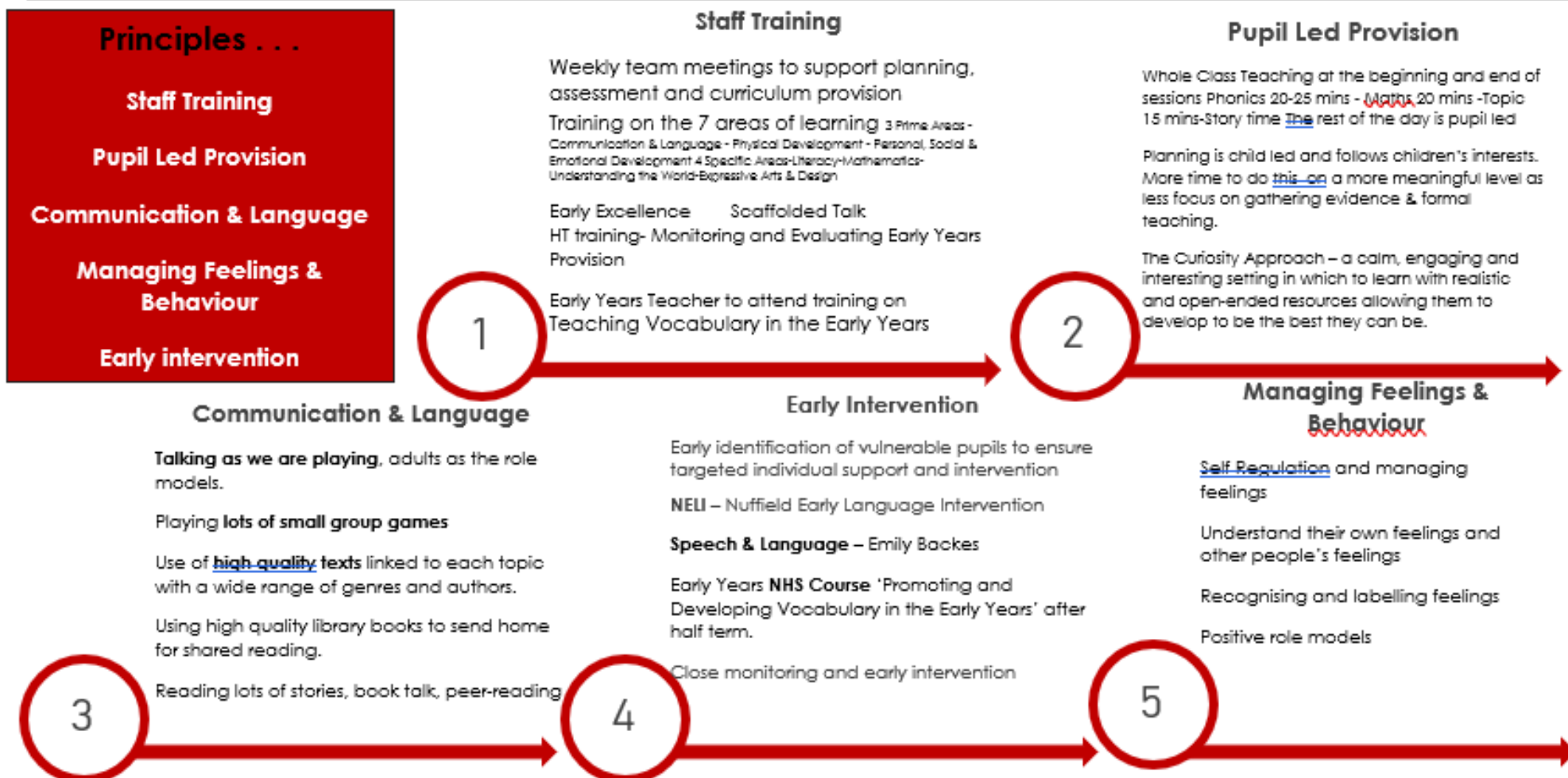
"Alone we can do so little together we can do so much," Helen Keller

Priority 5 Early Years



To ensure that the new EYFS Reforms 2021 are embedded and utilised effectively

Context: Staff in early years are knowledgeable about the development of young children. This knowledge is used to plan and implement an ambitious curriculum which meets the needs of all children. The curriculum is designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced. It builds on what children know and can do, preparing them for the next stage in their learning building knowledge and skills. Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and stimulating environment.



Play is the highest form of research! Albert Einstein

