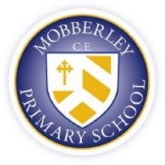
Summary School Improvement Plan 2023-24. 

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| **Ofsted judgement 1**  **Quality of Education:**  **(Core Knowledge)** | **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.** | **Priority 1**  Resources for the new Phonics scheme ‘Little Wandle’ are well organised and accessible to all teachers/TAs. Staff have ownership of the new resources and CPD videos ensure that staff have a high level of Phonic knowledge to deliver sessions. | **Priority 2**  High quality, direct teaching using the new phonics scheme ensures that all pupils make consistently strong progress across the school, including those pupils who are behind age related expectations. | **Priority 3**  The Phonics Lead, English Lead and SLT are all pro-active in monitoring the quality of phonic teaching and offer effective feedback to staff to ensure high quality delivery. |
| **Ofsted judgement 1**  **Quality of Education:**  **(Curriculum Enrichment)** | **Key Priority**  **The curriculum is broad, balanced and enriched. It is highly effective in engaging all pupils and leads to strong outcomes.** | **Priority 1**  Children increasingly know more and remember more. Highly effective classroom strategies are used to promote retrieval and longer-term memory of key knowledge. | **Priority 2**  Through direct teaching, retrieval practice and use of high-quality texts, children’s use of subject specific vocabulary is highly evident in discussions and written work. | **Priority 3**  High quality interventions enable pupils who are behind age related expectations in all classes to make accelerated progress. |
| **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**  Fully embed the new aspects of the Attendance policy to ensure pre-pandemic (v.high) attendance levels are reached again. A consistent/ rigorous approach is applied to all pupils with absences. | **Priority 2**  To ensure the new Jigsaw resources are highly effective for both pupils/parents to identify and prevent bullying (inc. cyber-bullying) Special focus on Homophobia, Sexual Harassment and Racism. | **Priority 3**  The class DoJo system is used by all class teachers to increase clarity / communication with home relating to behaviour, improving low level behaviour issues. |
| **Ofsted judgement 3**  **Personal development** | **Key Priority**  **Ensure that strong emotional support and positive learning attitudes lead to good outcomes for pupils.** | **Priority 1**  Develop and deepen the spirituality of all pupils in all classes through a range of reflective experiences. | **Priority 2**  Full roll out of ‘My Happy Mind’ resources in all classes to improve Metacognition and supportive mental health strategies for all children. | **Priority 3**  Increase relevance, status and opportunities for Pupil  Leadership throughout the school. |
| **Ofsted judgement 4**  **Leadership and management** | **Key Priority**  **Ensure leaders at all levels are highly effective in monitoring and influencing the curriculum** | **Priority 1**  Ensure that the significant professional staff CPD is impacting positively in leadership roles / outcomes for children. | **Priority 2**  Monitoring of SEND pupils ensures systematic identification of needs and evaluation of provision so that SEND pupils make strong progress. | **Priority 3**  Paired Governor / subject lead learning walks ensure informed, critical evaluation of the curriculum at Governor level. |
| **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**  Implement new phonics scheme to ensure consistent, well sequenced and progressive phonics teaching for all reception pupils. | **Priority 2**  Parents are well supported in early reading re-enforcement activities using the approaches of the new scheme and appropriate resources. | **Priority 3**  To improve children’s attainment in Communication and Language through explicit modelling and supporting through continuous provision. |