

## School Improvement 2021 – 2022

### Whole School Priority

This year's principle whole school priority focuses on subject leadership, the classroom and the curriculum. By setting clear aims, which enable leaders and teachers to concentrate on the core purpose of the school, our curriculum and classroom experience will continually develop and improve.

Based on our own evaluations, outcomes of the Ofsted curriculum research reviews and our curriculum development work in the Early Years Foundation Stage, our KS1 and 2 curriculum review will ensure that we have absolute clarity in what our children know, when and why they need to know it and how they will be able to remember this in the future.

The principle priority is as follows:

- Across all key stages and year groups, there is a firm and common understanding of the school's reviewed curriculum and expectations.
- Subject leaders are able to speak about their subject with confidence and integrity.
- Middle Leaders and Subject Leaders carry the story of the school.

Set against these statements are clear aims, actions and ways in which we can measure our progress in achieving them.

### Additional whole school priorities

Alongside our principle whole school priority, we continue to focus on other key aspects of school life. These areas are selected to reflect the fact that some areas of school life must always remain in focus, such as wellbeing and behaviour, or that they require close monitoring following being one of the school's principle priorities. Progress against these priorities is robustly monitored and evaluated.

<b>Intent</b>	<b>Action</b>	<b>Monitoring for Impact</b>
To firmly embed the <b>EYFS curriculum</b> and to ensure consistency in its delivery. EYFS outcomes	The EYFS Middle Leader ensures that peer teachers are compliant with curricular intent and pupils have access to high quality learning	<b>Lessons visits</b> provide evidence that the curricular intent is delivered and pupils are able to talk about what they have learnt. Visits show

remain high and pupils have strong foundations on which the Key Stage 1 curriculum is built.	experiences which support the acquisition of key knowledge. In turn this leads to pupils developing security in early concepts.	that pupils are given opportunities to regularly revisit learning opportunities so that the knowledge sticks.
To develop the <b>outdoor areas</b> to maximise play opportunities across the school.	To introduce a broad range of activities which engage and inspire pupils at playtimes. EYFS pupils have specific additional support which provides flexibility in meeting the wide ranging needs of pupils.	<b>Pupil conferencing</b> demonstrates that pupils enjoy playtimes and there are activities available which meet the needs of all pupils.
To ensure that <b>well-being</b> remains at the heart of the school's practice.	Implement strategies outlined in our Well-being Policy for staff, ensuring that collaboration and discussion is at the heart of change. To embed those strategies over time and to continually seek ways to remain connected as a school family.	<b>Pupil and staff conferencing</b> demonstrates that the school's actions promote well-being and address workload concerns.
To review the school's provision for <b>pupil's cultural knowledge, understanding and development</b> in a changing landscape.	To review the PHSE curriculum, ensuring that statutory requirements of RSHE are met. The new "Vision" curriculum provides children with learning opportunities which broaden and deepen their social and cultural knowledge and understanding. In turn, teachers are equipped with the skills and knowledge to effectively and supportively guide children through addressing challenging topical issues and current affairs.	<b>Pupil and staff conferencing</b> demonstrates that pupils understand the challenges faced by others and how these may be different to their own. They develop an understanding and empathy towards these challenges and display positive attitudes to all. Pupils develop their understanding of the world they live in and key issues, which affect people's lives. They are respectful, non-judgemental and can see both sides of the debate; developing "open minds".
To ensure that <b>disadvantaged pupils, those identified as vulnerable and pupils with SEND are prioritised to access extra-curricular opportunities</b> so that they have access to the school's offer and benefit from this aspect of school life.	In consultation with peripatetic teachers, review the allocation of places in music lessons to ensure wider access for all. To prioritise access to extra-curricular opportunities for identified pupils. To offer additional support and removal of barriers where necessary to enable access for identified pupils.	<b>Pupil conferencing</b> demonstrates that pupils enjoy extra-curricular opportunities and they benefit from this offer. The school experience is enriched and pupils develop confidence and self-belief through the activities.

<p>To ensure that pupils' <b>behaviour and attitudes</b> continue to be exceptional in all key phases.</p>	<p>All staff consistently apply the School's Behaviour Model.</p> <p>Class teachers expertly manage behaviour and create a safe and supportive learning environment for pupils in their care.</p> <p>Leaders support staff in managing behaviour and address concerns raised by staff.</p> <p>Adults never give up on any child – they are determined to make a difference to pupils who may be harder to reach. This results in children feeling valued and able to take responsibility for their learning and behaviour.</p>	<p><b>Stakeholder conferencing</b> continues to validate the school's judgment on behaviour. Pupils report that they feel safe and supported in school and class and take responsibility for their words and actions.</p>
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