

Headline Priorities (2022-2023)	
Improvement Strategy:	Outcomes for pupils
<p><u>National/Whole school</u> All pupils to continue on their journey to fulfilling their individual potential.</p>	<p>The school's intention is that those pupils in line with identified need, continue to return to their normal rates of outstanding progress very quickly through provision of support/intervention focusing upon basic skills in English and Mathematics explicitly linked to the content of daily lessons and support/intervention for Personal Health and Well-being.</p> <p>Teachers in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development and physical development. They will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>Other priorities and our school curriculum (see website) demonstrate that this will be in the context of and continued commitment to an ambitious and broad curriculum, the richness of which will be enhanced by the exciting, motivating and relevant visits, visitors/external contributors and extra-curricular opportunities.</p>
<p><u>Behaviour and Attitudes</u> Post-pandemic to continue to return to more normal structures and routines with discipline firmly rooted in respect for self and others.</p>	<p>School ethos/culture supports readiness to learn with positive attitudes to learning and others, supporting rapid progress and achievement of all children in reaching their potential.</p>
<p><u>Attendance</u> Reinforce the highest expectations to parents, the specific significance of good attendance for children's progress and emotional health and well-being. Regular reminders via Newsletters, School Website, Prospectus and Parents evening.</p>	<p>Parents are clear about expectations and committed to good attendance for their child realising its specific significance.</p>
<p><u>Curriculum Leadership and Management</u> To continue to support the independent application of knowledge and skills through our creative, enabling learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum.</p> <p>Curriculum – planning and implementation Focus on further enhancing the existing creative, broad, balanced, differentiated curriculum offer through teachers' continued confident implementation of the schemes of work and assessment procedures for all subjects.</p> <p>Curriculum – monitoring and evaluation Curriculum leads and subject leaders will monitor the implementation of schemes of work and evaluate the outcomes for learning.</p> <p>Subject Leads to consider practice and research (including Ofsted's) around the use and impact of subject specific pedagogy.</p>	<p>Children apply their subject specific knowledge confidently, independently and collaboratively supporting the acquisition of planned and incidental learning and consolidation of prior learning and connectedness across the curriculum.</p> <p>All aspects of the children's work will add to their knowledge about the world in which they live, supporting them to make positive contributions to society.</p>

<p><u>Curriculum – Speaking and Listening</u>  Speaking and listening (See action plan from Subject Leader)  Focus on continuing to develop speaking and listening skills across the Key Stages extending language and vocabulary, impacting on writing, comprehension, concentration and engagement and supporting progress across the curriculum.</p>	<p>Children will be supported to listen attentively and with discrimination. They will be able to communicate their ideas and opinions accurately and develop the ability to discuss and debate.  This will support the improvement of comprehension, concentration and engagement supporting progress across the curriculum and will impact positively on the content and quality of writing.</p>
<p>Curriculum – English - Reading (See action plan from Subject Leader)</p> <p>To continue to ensure high quality phonics teaching through ‘Jolly Phonics’ a systematic synthetic phonics programme, providing a solid base upon which children progress through school.</p> <p>Implement an enhanced reading programme which continues to support full coverage of EYFS and KS1 curriculum objectives addressing phonetic application and the development of comprehension skills.</p> <p>To further develop confident, motivated and purposeful readers who read widely and often for both pleasure and information. Teachers continue to read daily to their class acting as positive role models.  To maintain standards in reading areas which enable and engage children.  To continue to provide opportunities for reflective, personal reading and reading to an audience.  To continue to ensure extended opportunities for reading across the curriculum.</p>	<p>Children continue to rapidly acquire phonic skills and knowledge and continue to apply this knowledge and skills in reading, writing and across the curriculum with increasing independence.</p> <p>The children will show improvements in their ability to reflect on what they have read. Children will be even more motivated to read and read with even greater joy, purpose and understanding.  They will be more confident and more fluent in reading to an audience.  The children are able to clearly articulate their understanding. Clearly, improvements in listening, speaking, and reading will have a positive impact on writing. Children reach their potential.</p>
<p><u>Curriculum – Writing Priority</u>  To continue to ensure access to appropriate modelling and scaffolding skills supporting children to experience success and develop the confidence to write independently for a range of purposes.</p> <p>To continue to ensure that the children have a wide variety of opportunities to apply previously taught skills and strategies independently.</p> <p>To continue to encourage ownership of and pride in the structure and presentation of the children’s work by having a high focus on editing and independently applying SPaG.</p>	<p>Children develop a confidence in and love for writing and are able to draw upon what they have learned through scaffolded input.</p> <p>Children write grammatically correct sentences which are structured correctly with increasing automaticity.</p>
<p><u>Curriculum – Mathematics Priority</u>  Curriculum – Mathematics (See action plan from Subject Leader)  To continue to deliver the NCETM Mastering Number Programme across all year groups to secure firm foundations in the development of good number sense for all children.  In Reception to continue the focus on a holistic approach to Number supporting firm foundations leading to confident and able mathematicians.  In Key Stage 1 to continue to enhance fluency, reasoning and problem solving in mathematics through the continued implementation of the Mastery Approach.</p>	<p>Children leave KS1 with fluency in calculation and a confidence and flexibility with number.  Reception children to have firm foundations in mathematical concepts leading to confidence and building competency ready for Key Stage 1.  Children will apply their knowledge and skills confidently, independently and collaboratively in Mathematics and across the curriculum using the Mastery Approach to support deep understanding.  Children to develop a deep understanding of the topics covered and build their competency using the CPA approach.</p>

<p>To continue to deliver the Mastery Approach in Key Stage 1 through the White Rose Scheme of Learning encompassing a range of resources (including White Rose and Primary Stars).</p> <p>To develop a depth of knowledge in each topic through continued use of the concrete/pictorial/abstract (CPA) approach.</p> <p>To support Home Learning with the 'Numbots' on-line platform, developing understanding, recall and fluency in mental addition and subtraction.</p>	<p>Teaching is continuously enriched through well planned lessons and high quality resources.</p> <p>Children reach their potential.</p> <p>Parents confidently supporting children to continue to build their mathematical understanding and fluency through home learning.</p>
<p><u>Curriculum – RE / Spiritual Development Priority</u>  Curriculum - Religious Education  Leadership &amp; Management</p> <p>Use the new National RE Inspection Framework to review our self-evaluation and school improvement planning procedures in RE, Collective Worship and Catholic Life.</p> <p>Focus on further enhancing the environment including the outdoors to support spiritual development and reflection. (Linked to RE objectives).</p>	<p>Inspection Framework supporting accurate self -evaluation processes and procedures.</p> <p>Children will value the time to be still and take the opportunity to reflect and grow spiritually.</p>
<p><u>Curriculum – Home Learning</u></p> <p>Continue to provide creative, purposeful opportunities, activities and resources for home learning which are closely aligned to the school curriculum.</p>	<p>Parents/carers continue to be enabled and confident in supporting children's learning across the curriculum.</p>
<p><u>Whole-School</u>  Pupil premium  Implement the pupil premium strategy.  See school website.</p>	<p>The school is committed to the goal of eliminating any gaps in progress and attainment between any groups of children so that all achieve their potential so that by the end of Key Stage 1 Pupil Premium children in school should attain at least in line with other children nationally at EXS+ and GDS in reading, writing and mathematics.</p>
<p><u>Personal Development and Well-Being</u></p> <p>Enhance the personal, social, emotional, physical and mental health and well-being, of all children by:</p> <p>High focus on supporting children, identifying needs of pupils, including specific needs.</p> <p>Continue to implement the scheme of work for PSCHE including the statutory Relationships Education and Health Education content. This will include Emotional Health and Well-Being week and Anti-Bullying Week.</p> <p>Providing nurture sessions as appropriate, supporting all pupil groups.</p> <p>Employ skills acquired through Mental Health First Aider Training</p> <p>Use the many opportunities across the curriculum to introduce different perspectives, promote debate and discussion.</p>	<p>Impacting upon self-esteem, readiness to learn, collaborative and critical skills for learning.</p> <p>All children will have improved knowledge about the ways in which physical and mental health are interlinked and will be even more confident in their understanding of and control of their emotions.</p> <p>Children will be supported as appropriate to develop self-esteem, positive attitudes to learning and collaborative and critical skills and aspirations.</p> <p>Children continuing to develop from a very young age intellectual openness as age appropriate to listen to alternative opinions, debate and offer constructive criticism.</p>
<p><u>Whole-School Leadership and Management</u>  Self-evaluation and improvement planning  Use the revised Ofsted Framework and Inspection Data Summary Report (IDSR) to review our self-evaluation and school improvement planning procedures.  (See Curriculum Leadership and Management )</p>	<p>Over time, the new inspection arrangements will equip all schools with the professional expertise to self-evaluate more accurately.</p>

<p><u>Early Years Priorities (See also National above)</u></p> <p>Continue to build strong partnerships and good relationships with parents and carers.</p> <p>Provide a comprehensive induction programme supported by school visits, curriculum workshops, parent interviews, contact with nurseries and curriculum information on the school website.</p> <p>Complete NFER Baseline and NELI Assessment alongside internal assessments to quickly identify children’s needs, identify appropriate support and ensure rapid progress.</p> <p>A smooth and safe transition into Reception through a high focus on the Prime areas of learning.</p> <p>A continued high focus on the development of basic skills through a holistic approach to number (including Mastering Number) and high focus on language (NELI), the development of phonics, reading and writing.</p> <p>A continued high focus on the provision of high-quality outdoor learning, supporting effective continuous provision.</p>	<p>The continuation of our excellent partnership and relationships with parents and carers.</p> <p>A safe and smooth transition into Reception for all pupils</p> <p>Children engaged and excited by the curriculum displaying positive attitudes to learning.</p> <p>Children make rapid and sustained progress EYFS outcomes for the revised curriculum will be at least in line with the National Average in 2023.</p>
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