School Improvement Plan
2021/22
2022/23

Improvement Plan 2021 - 2023		
Priority and success criteria	**Strategic solutions**	**Monitoring process**
Leadership ▫ Develop the capacity of subject leaders so they all have a highly positive impact on the quality of provision and pupil outcomes within the areas for which they are responsible: in the first year History, Geography, Mathematics, English, Science, RE and Art. In the second year DT, Computing, Music and PE and PHSE. In particular, develop the leaders' capacity to: – establish within the team a shared understanding of good and outstanding practice so that the teaching of all members is at least effective; – write and implement an effective policy for teaching, learning and assessment (History, Geography, Mathematics, English, Science, RE and Art by 2022; DT, Computing, Music, PE and PHSE by 2023); – monitor, evaluate and improve the work of team members and the progress and attainment of pupils; – write and implement effective curricular planning so that all members of the team have well developed knowledge of the subjects and age group they are teaching; – write and communicate reports (positioning statements) and action plans to team members, senior leadership, and governors so that they fully understand the strengths, weaknesses, and next steps for improvement; – support, coach, mentor and professionally develop members of the teaching and non-teaching team so that there is consistency throughout.	▫ Provide subject leaders with effective professional development, including coaching and mentoring, plus opportunities to work with consultants to improve their: – monitoring and evaluation skills; – knowledge of good and outstanding practice within the subjects they lead; – curricular planning skills; – interpersonal, people management and team working skills; – coaching skills; – communication, report writing and dissemination skills; ▫ Establish a clear set of expectations and cost-effective operating procedures to promote efficiency and manage the work of subject leaders and ensure that they have sufficient time to monitor, evaluate, diagnose, disseminate and improve the areas for which they are responsible.	▫ Once each term, senior leaders to: – conduct one joint classroom observation with the subject leader to assess whether leadership capacity has increased and compare evaluations using the success criteria; – jointly with the subject leader sample work in at least one teaching group and evaluate using the success criteria; – join at least one pupil-voice interview conducted by the subject leader; – critically read one report, policy document, or curricular planning document and provide verbal or written feedback to the subject leader. ▫ At each termly meeting of the governing body, provide a brief evaluation of the impact of the training and professional development on the capacity of subject leaders.

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Teaching, learning, assessment and outcomes	▫ At the end of EYFS, KS1 and KS2 pupils' attainment in reading, phonics, writing and mathematics to return to the high attainment (above local and national data) achieved pre-pandemic levels. ▫ At the end of Key Stage 1 & 2 continue to increase the proportion of pupils achieving greater depth in reading, writing and mathematics so that they are significantly above the national average. Accelerating learning and progress to raise attainment at the expected standard and at the higher levels will be achieved in all year groups in particular: – in reading in all year groups, increase pupils' phonics skills, reading knowledge, understanding and skills in inference, deduction, comprehension and vocabulary; – in mathematics in all year groups, increase pupils' knowledge, understanding and skills in mathematical reasoning and problems solving; – increase the proportion of disadvantaged pupils who achieve or exceed the expected standard in literacy and numeracy.	▫ Provide effective training, coaching and mentoring so that in all year groups teachers consolidate, embed and increase the accuracy and use of in-school summative and day-to-day formative assessment and feedback with the result that all pupils are challenged to excel to the highest levels in all key subjects. ▫ Provide effective training, coaching and mentoring for teachers, so that in all year groups throughout the school, teachers' subject knowledge, expertise, and expectations for all pupils is raised with the result that they constantly and confidently challenge and demand more of pupils and successfully promote a stronger pace and greater depth in learning. In particular the professional development is to improve teachers': – use of assessment; – promotion of mathematical reasoning and problem solving; – teaching of reading using SS Phonics approach – expertise in developing inference, deduction, comprehension and vocabulary in reading; – effective use of reading resources; – use of independent reading strategies; – appropriate allocation of time in short- and medium-term planning.	▫ The English and mathematics leaders to complete each term learning walks to establish whether the success criteria are being met. The learning walk will visit each class for at least 15 minutes and will include book scrutiny, data analysis and pupil voice. The report will include an evaluation of each of the relevant success criteria. ▫ English and mathematics leaders to complete a short written evaluation of the findings from learning walks and the action to be taken. The report to be submitted to the senior team one week after the learning walk and then to the governing body at the next meeting.

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Foundation Stage	▫ Establish and embed the new EYFS curriculum and the nationally approved baseline assessments for future attainment predictions and tracking as directed by the DFE.
	▫ Establish and embed the teaching of reading through Systematic Synthetic Phonics.
	▫ Continue to improve the quality and use of the outdoor provision in the Early Years so that it continually provides a rich, motivating and comprehensive range of engaging educational experiences leading to an above average proportion of children attaining, and particularly exceeding, the expected standard at the end of the Reception year. In particular:
	  – purchase and use effectively a wide and appropriate range of outdoor resources;
	  – improve the frequency and effectiveness of planning and teaching in the outdoor provision.
		▫ Provide effective professional development, training, coaching and mentoring for all members of staff in the Foundation Stage to improve
		  – awareness of best practice when using outdoor provision
		  – adults' knowledge of the curriculum as it pertains to use of the outdoor accommodation
		  – adults' knowledge of the age group and their needs when learning outdoors
		  – awareness of strategies to promote effective learning outdoors
		  – plan and implement daily outdoor activities that fully and intellectually engage all of the children
		▫ Embed daily group reading and phonics groups into the timetable.
			▫ The Early Years leader to complete termly learning walks to establish whether the success criteria are being met. The learning walk will track the work of each adult in the team for at least 15 minutes and will include observation of children engaged in relevant activities, group phonics sessions, including analysis of the six week phonic assessments, as well as appropriate pupil voice conversations. The report will include an evaluation of each of the relevant success criteria.