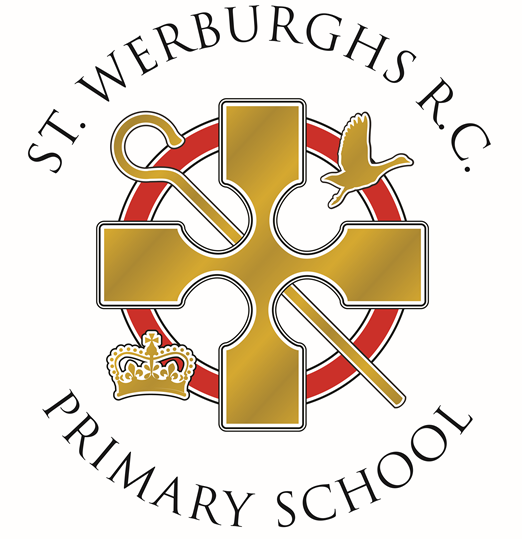
**School Improvement Plan**

**Summary**

**2022- 2023**



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| **Overview of Key Priorities of School Development Plan 2022-23** |

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| **Ofsted Key Judgement** | **Whole School Action** | **Key Priorities** | **Proposed Outcomes** | **Review** |
| **Quality of Education** | **Ensure pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.**  **Ensure pupils have the skills and knowledge to be able to write effectively in order to communicate their ideas appropriately for their age.**  **Ensure those pupils who need to catch up throughout the school make accelerated progress by providing a challenging curriculum and targeted support**  **Ensure all pupils are taught an ambitious, progressive curriculum in all subjects with clearly defined knowledge based end points.** | * Ensure pupils in the foundation stage encounter a rigorous, challenging curriculum that enables them to make accelerated progress from their low starting points, particularly in Reading, Writing and Maths. * Ensure that pupils who are ‘off-track’ across the school in Reading, Writing and Maths are identified and a clear programme of support/intervention is in place to enable the pupil to make accelerated progress * Ensure the curriculum in Writing enables pupils to develop secure skills and knowledge to be able to write in an age appropriate way. * Use external support to evaluate the Maths curriculum on offer to ensure that it best meets the needs of all pupils. * Provide a programme of quality CPD for staff in order to ensure that subject knowledge and teaching and learning is always good or better. * Actively engage and support parents to enable them to provide additional basic skills support at home. * Ensure all pupils are exposed to a quality, knowledge based, experience rich curriculum in all subjects. As a result learners develop, retain and recall detailed knowledge and skills and achieve well. * Diminish the difference between school and national attainment in Writing and Maths at the end of Key Stage One * and Two * Target the use of recovery funding to ensure that pupils whose attainment is off track make accelerated progress through quality first teaching and small group intervention | * Assessment shows that the majority of pupils in EYFS are on track to meet ARE. Where this is not the case, targeted teaching and high quality learning opportunities tailored to the individual needs of pupils is helping them to catch up. * Teaching and learning in Maths is focused precisely on what pupils need to know and they are provided with ample opportunities, across the curriculum to apply and practise the use of mathematics in a range of contexts. * Teaching and learning in Writing is focused clearly on providing pupils with the skills, knowledge and opportunities to write at an age appropriate standard. * Pupils who are off track receive timely ‘keep up/catch up’ intervention to ensure they do not fall behind ARE. * All teaching is judged to be at least good or better with much outstanding. Evidence of improved subject knowledge due to CPD programmes * Pupil outcomes at the end of key stage one and key stage two will be closer to national attainment * By the end of KS2, pupils will make at least good progress from KS1 | * Half termly, mid-point review of ‘off track’ pupils to ensure teaching is tailored to meet their needs * Termly summative assessment and pupil progress review to monitor pupil outcomes and accelerated progress * Lesson observations – Maths and Writing to check quality of T&L * Termly book scrutiny in all subjects to ensure feedback is moving learning on and addressing misconceptions, to ensure tasks are challenging and to moderate attainment judgements * Pupil voice interviews to assess curriculum coverage and to check that pupils are able to remember more |

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| **Ofsted Key Judgement** | **Whole School Action** | **Key Priorities** | **Proposed Outcomes** | **Review** |
| **Behaviour and Attitudes** | **Continue to improve pupils' overall attendance and reduce the number of pupils who are persistently absent from school**  **To ensure all pupils develop consistently highly positive, outstanding attitudes and commitment to their education. Support all pupils to develop commitment, pride and resilience in learning.** | * Reduce rates of persistent absenteeism * Support families where external factors such as parent mental health have a detrimental impact on good attendance * Support pupils where factors such as their own mental health or SEND limit attendance * Continue to implement strategies to ensure the difference between school and national attendance rates diminishes * All persistently absent pupils (below 90%) and families are supported and challenged in order to raise attendance * Reduce the rate of absence for those children with exceptionally high rates and show sustained improvement * Consistent rewards are in place for all pupils * Ensure that all pupils develop positive attitudes to learning and aspirations to achieve well. * Reward and celebrate both academic and personal excellence * Pupils to strive for positive improvement in all aspects of their person – developing resilience and pride in their own journey and personal achievement * Work with parents and families to nurture more positive attitudes to learning and education | * Pupils value their education and absence rates reduce across the whole school * Diminish the difference between school and national attendance * Sustained improvement in attendance of those with previously high rates of absenteeism * Pupils and families with barriers to good attendance are supported and external, specialist support agencies are signposted * Pupils take ownership of their learning and strive for excellence at all times * Parents and pupils value education and strive for personal improvement and success * Pupils are resilient learners * Pupils take pride in their achievements | * Governors, HT & attendance officer to monitor attendance figures * HT, attendance officer and LA attendance officer monitor issues and concerns * Regular panel meetings with parents/support agencies * HT to review attendance officer actions termly – outcomes of panel meetings, log of challenge to late arrivals, log of home visits and impact on improving attendance for individual pupils. * Termly pupil voice interviews * Book scrutinies * Wall of fame * Discussion with parents |

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| **Ofsted Key Judgement** | **Whole School Action** | **Key Priorities** | **Proposed Outcomes** | **Review** |
| **Personal Development** | **Ensure that pupils develop a deep understanding of Fundamental British Values**  **Ensure that pupils are provided with a breadth of extra-curricular and enrichment opportunities** | * Prepare learners for life in modern Britain by celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. * Ensure that the PSHE/RSE curriculum is implemented to provide ongoing teaching of Fundamental British Values. Pupils have a good understanding of democracy, mutual respect, the rule of law and individual liberty. * Access specialist enhancement of the PSHE/RSE curriculum eg school nursing service, Barnardos, Ariel Trust * Ensure all pupils have access to a range of quality extra-curricular opportunities and enhancement activities * Audit pupil uptake of extra-curricular opportunities, identify barriers and pupil interest in order to provide suitable, engaging opportunities going forward * Monitor the uptake and engagement of pupils/specific groups of pupils in extra-curricular activities | * Staff will have a thorough understanding of British Values and will be able to provide quality teaching around this by following the whole school PSHE curriculum and by capitalising on recent/current affairs * Pupils will have an excellent understanding of British values and will be able to apply these to their own lives, beliefs and values * Staff will have a range of resources/experts to support teaching and learning in PSHE * The majority of pupils will access a range of extra-curricular enhancement opportunities over the course of the year and their time in school * Extra-curricular activities will be planned to broker cultural capital opportunities | * SLT, link governor and subject leader to monitor implementation and impact of the school curriculum * Monitor the quality of T & L in PSHE across the school * Regular pupil voice review * SLT to monitor the uptake of extra-curricular and enrichment activities of all pupils regularly using Edsential apps * Pupil and parent voice * Map enhancement opportunities across the whole school |

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| **Ofsted Key Judgement** | **Whole School Action** | **Key Priorities** | **Proposed Outcomes** | **Review** |
| **Leadership & Management** | Leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. | * Leaders to engage with EEF research around metacognitive strategies and disseminate to all staff in order to improve outcomes for all pupils * Appraisal targets used to drive up pupil outcomes – providing a clearly defined focus on QfT and the use of assessment and timely feedback to move learning on * Leaders to continue to access ongoing subject leader CPD * Leaders to access and signpost CPD to ensure subject and pedagogical knowledge, across the school is at least good * All leaders to use subject specific organisations and consultants to remain up to date with current thinking and resources * Continue to implement a robust monitoring programme to ensure T&L is at least good across all areas of a broad and balanced curriculum and to ensure that pupils know more and remember more * Senior leaders to meet regularly to monitor the impact of school improvement foci and to review targets * Link Governors to meet regularly with subject leaders | * There will be clear impact on standards due to the whole school drive to improve pupil outcomes from EYFS to Y6 * Through use of ongoing AfL, adult support and timely feedback, ‘Off track’ pupils will make accelerated progress * All teachers have good subject and pedagogical knowledge and leaders provide effective support * T&L is at least good across a broad and balanced curriculum * Governors have a clear insight into the effectiveness and impact of the St Werburgh’s curriculum | * Regular SLT update/impact meetings * Termly summative assessment and follow up analysis * Termly pupil progress reviews (half termly for target pupils) * Rigorous monitoring cycle - Subject leader/SLT monitoring of quality of T&L through lesson observation, book scrutiny and pupil voice * Link Governor update & Headteacher’s report to governors |

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| **Ofsted Key Judgement** | **Whole School Action** | **Key Priorities** | **Proposed Outcomes** | **Review** |
| **Quality of Early Years Education** | **Ensure that the early years curriculum is ambitious for all pupils and ensures pupils make at least good progress across the setting, beginning Key Stage 1 at ARE, particularly in Reading, Writing and Maths** | * Through professional development and performance management, ensure all staff in the EYFS are focused on planning and implementing a high quality, ambitious school curriculum that challenges all pupils and ensures they make accelerated progress from entry to school * Ensure EY teachers and subject leaders work collaboratively to ensure that pupils develop firm foundations in all areas of the curriculum and acquire and embed the key knowledge needed for transition into their next phase of education * To ensure robust monitoring identifies where pupils are off track and then careful planning of the use of indoor and outdoor learning environments ensures pupils rapidly catch up * Ensure the robust teaching of early reading and phonics throughout EYFS. Ensure that all opportunities to promote reading and a love of story and rhyme are capitalised upon. * Ensure that writing is modelled throughout the EYFS with staff articulating the use of phonics and the teaching process. Provide pupils with daily, age appropriate opportunities to mark make and write. Encouraging reluctant writers to participate by using creative, engaging techniques * Engineer and capitalise on opportunities to engage with, and build relationships with parents. Provide workshops/’stay and play’ sessions to demonstrate to and encourage parents to support their child’s development and learning * Ensure that the difference between national and school attainment at the end of EYFS diminishes significantly * Ensure that the progress made by children is built upon in the next stage of the provision eg 2s, F1 & then F2 | * All pupils are engaged in a challenging, progressive curriculum, tailored to their needs that ensures that they make accelerated progress from their starting points to ensure they meet ARE * The EY curriculum will provide the opportunities pupils need to acquire the key knowledge needed to progress * Assessment opportunities identify pupils who need to make additional progress, teachers adapt their provision to ensure this happens * Parents are confident in supporting their child’s development and learning * Pupils love reading and story * Pupils rapidly develop secure phonemic knowledge in order to become secure, fluent readers * Pupils are exposed to the process of writing on a daily basis and have both adult supported opportunities to write and opportunities within their continuous provision * The majority of pupils will achieve GLD by the end of EYFS and will be Year 1 ready. | * Robust monitoring of planning and provision by SLT/link governor * Lesson observation, learning walks, pupil and parent voice * SLT monitoring of pupil observations * Termly pupil progress meetings * Regular staff meetings where practitioners self-evaluate provision and work with experts in their field * Termly moderation opportunities both in house and with other schools |