



School Improvement Plan 2022 (SIP)

A Summary for Parents

The school is focusing on developing the **curriculum, reading, assessment and well-being**. These are addressed through the quality of education, behaviour and attitudes, personal development, leadership and management and the Early Years.

Priority	Key Interventions
<p>The Quality of Education: To provide a progressive, contextual curriculum. To identify and address gaps in learning that have resulted from COVID-19 missed schooling. To raise attainment and progress with a particular focus on reading. To diminishing differences for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Redesign curriculum around identified key traits: independence, collaboration, resilience, perseverance and individuality • Reading 'Deep Dive' and response according to outcomes • introduction of Read, Write Inc to Year R-3 • prioritise specific skills in the curriculum • Catch-up initiatives – FFT reading, ECC maths, phonics booster • Refine data collection and assessment to better inform planning • Provide specific dyslexia support for identified pupils
<p>Behaviour and Attitudes: To ensure pupils develop highly positive attitudes and commitment to their education. To ensure pupils are motivated and persistent in the face of difficulties. To maintain the ethos where commonalities are identified and celebrated and difference is valued and nurtured. To safeguard all pupils.</p>	<ul style="list-style-type: none"> • Quality first teaching methods • Develop attendance intervention strategy and plan • EBSR tools training and support packages used • Mental Health Lead training and delivery • Supplementary training for dyscalculia, working memory and speech and language • Whole school focus key traits: independence, collaboration, resilience, perseverance and individuality
<p>Personal Development: To ensure design and implementation continues to provide a broad, rich and deep curriculum for pupils, in which the physical, mental, spiritual, cultural and intellectual health of each child is addressed in a joined-up way (Intent, implementation and impact).</p>	<ul style="list-style-type: none"> • Revamp and deliver update RE curriculum • Embed new PSHE curriculum ensuring context is still appropriate • E4S Safeguarding curriculum • Resource library established to support parents • Training of Emotional Support Teaching Assistant (ELSA) • Engagement of new play therapist • Mental well-being curriculum opportunities – mindfulness etc • Rosetta Stone Spanish Programme for all pupils in Year 3-6
<p>Leadership and Management: To increase opportunities for the voice of stakeholders. To preserve staff well-being and morale. To increase parental engagement to raise attainment and progress.</p>	<ul style="list-style-type: none"> • Update all annual training including safeguarding, safer recruiting • Staff training around curriculum development (CPD) • Expansive staff training – NPQ level courses • Development of roles within governing board through training • Research lead interventions and curriculum changes • Staff workload and well-being review and changes as needed
<p>Early Years Education - To strategically develop the school, the staff and the pupils to improve student outcomes.</p>	<ul style="list-style-type: none"> • Administer new baseline assessment • Review curriculum in light of baseline outcomes/COVID impact • Introduce interim progress report to parents • Introduction of Read, write Inc phonics programme • Delay class grouping until October half-term to ensure balance • Continued high quality CPD • Introduction of Makaton to help pupils with SAL difficulties