



School Improvement Plan - Priorities 2023/2024



KEY: completed in action not started postponed

The School Improvement Plan reflects our KEY priorities identified following *OFSTED (Nov 2021); SIAMS inspection (March 2016) and areas identified through our own self-evaluation (ongoing) and end of 22-23 review. This year some of the actions are continuations of actions started in 2022-23 that need to be fully embedded/developed further. These priorities will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs. This document aims to bring all our actions together in one coherent form.

Progress against the action points will be monitored by the Subject Leaders, Deputy Headteacher, Headteacher and Governing Body.

During 2023-24, we aim to further improve our school by focusing on the following priorities:

| | OVERALL FOCUS | PRIORITY: | SO THAT... |
|---|---|---|---|
| 1 | QUALITY OF EDUCATION/ LEADERSHIP & MANAGEMENT <i>(see below Ofsted Nov 2021*)</i> | To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life 1a) EYFS 1b)Y1-Y6 | A PROGRESSIVE AND SEQUENTIAL CURRICULUM IS DEVELOPED; IMPLEMENTED AND HAS THE DESIRED IMPACT |
| 2 | BEHAVIOUR AND ATTITUDES/ PERSONAL DEVELOPMENT | To ensure as a school we are showing due regard to the Public Sector Equality Duty by: a) raising staff awareness and understanding of Equality, Diversity and Inclusion b) supporting staff and children through achieving the Beyond bullying award | THERE ARE EFFECTIVE LEARNER:STAFF RELATIONSHIPS AT ALL LEVELS. CHILDREN AND STAFF FEEL SAFE AND SECURE AS REQUIREMENTS ARE ALL IN PLACE AND EFFECTIVE |
| 3 | LEADERSHIP & MANAGEMENT (FURTHER DEVELOPING PROVISION) | To work closely with key stakeholders to ensure the new school provides the best provision possible for our children and school community. | THE NEW BUILDING IS WELL UTILISED AND EFFECTIVELY MANAGED. |
| 4 | SIAMS | To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve to flourish. | WE ARE 'SIAMS' READY |

*Ofsted report Nov 2021:

What does the school need to do to improve? **(SIP PRIORITY 1)**

1. In some subjects, curriculum plans do not make clear enough the most important content that pupils should remember. This means that teachers cannot check carefully enough how well pupils are learning the curriculum. **Leaders should ensure that plans identify the most important parts of the curriculum that pupils should know across all subjects.**
2. In some subjects, assessments are over burdensome. They do not help teachers to check succinctly how well pupils are learning the curriculum. **Leaders should ensure that assessment processes are succinct and check precisely how well pupils have learned the main things that they are expected to know and remember.**
3. The early years curriculum is not yet well sequenced. This means that children do not do as well as they should. **Leaders should ensure that the early years curriculum is well sequenced across each of the seven areas of learning.**

| PRIORITY 1a: To develop a well planned, sequenced and ambitious Early Years curriculum that enables an increasing number of children to meet end of year expectations for EYFS. | | | | | | | |
|--|--|---------------------|--|---------|-----------|-----------------------------------|-----------------------------|
| SUCCESS CRITERIA: | | | | | | | |
| ★ Attainment continues to improve at the end of FS (OFSTED) | | | | | | | |
| ★ End of year data improves further on 2023 results - our ambitious aim being that 65% (31/47) of children achieve a good level of development | | | | | | | |
| OBJECTIVES | ACTIONS | LEAD | START DATE (Green = action already met) | | | COST/ COST CENTRE /CFR CODE | End of term/ year review |
| | | | Autumn | Spring | Summer | | |
| To ensure our FS curriculum is high quality, ambitious and enables children to achieve end of year goals. To ensure a consistent whole | Planning, Curriculum and Assessment <ul style="list-style-type: none"> ● FS teachers to work with BeSKilled FS teams to regularly review the long term curriculum plan so learning intent is clear at key points and it is well sequenced. ● FS to share basic timetable with SLT ● FS to share curriculum planning in whole school folder so all subject leaders understand what the coverage is and can explaining the III in relation to their subject responsibility ● Set up interventions to enable the vast majority of children to keep up. | LS/AC | Oct '23 | | | | |
| | | LS/AC | Sept '23 | | | | |
| | | All subject leaders | Oct '23 | Jan '24 | April '24 | | |
| | | LS/AC/FJ | Nov '23 | Jan '24 | April '24 | | |
| | | LS/AC | Sept '23 | | | | |

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| <p>school approach to our curriculum.</p> | <ul style="list-style-type: none"> ● Review current practice and aim high. For example, teach letter formation. Get children on Numbots/White Rose 1 minute maths. Make use of new Reception White Rose Maths Scheme. ● Work towards meeting whole school targets for key maths skills by the end of FS year. ● We share expectations with parents and ideas on how they can help at home. ● (less than 65% 2022-23) - Maths - number ; English - writing | <p>EP/AL LS/AC/ AL/KH AC/LS</p> | <p>Sept/ Oct '23</p> | <p>Jan '24</p> | <p>May '24</p> | | |
| <p>To provide support from SLT / Gov for our FS team.</p> <p>To ensure FS curriculum, planning, teaching, assessment and outcomes are understood, monitored and evaluated by SLT / Gov as the rest of the school.</p> | <p>Monitoring and evaluation</p> <ul style="list-style-type: none"> ● Head, Deputy & Governor (KH) to be involved in some baselining so they understand the process and can understand exactly what is involved so they can support the team. ● FS to share yearly plan document with SLT and Governors so all clear on coverage/ expectations at the key points of the year. ● FS Staff (as other teams) review coverage at the end of each term so they know where next. ● Ensure children have good opportunities to develop key skills in English and mathematics. ● New report format will be designed for FS, Year 2, Year 4 and Year 6 to report to Head and Governors ● Work with individual subject leaders to monitor the impact of the new EYFS and review how this curriculum leads in to the full National curriculum | <p>EP/AL/ Gov LS/AC LS/AC AL/AJ/ KH/GK AL All subj leaders</p> | <p>Sept '23 Sept '23 Dec '23 Sept '23 Oct '23 Dec 23</p> | <p>March '24 Feb '24 April '24 April 24</p> | <p>July '24 May '24</p> | <p>- - Subject leader release time</p> | |

PRIORITY 1b: To ensure our Y1-Y6 curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life

SUCCESS CRITERIA:

- ★ An increasing number of children achieve GDS at the end of KS1
- ★ Positive progress scores across KS2 continue

| OBJECTIVES | ACTIONS | LEAD | START DATE | COST COST CENTRE /CFR CODE | End of term/year review |
|--|---|---|--|--|-------------------------|
| <p>INTENT: To construct an overall ambitious curriculum</p> | <ul style="list-style-type: none"> ● create new Curriculum Development Plans ● identify the specific key knowledge children are to know and remember over our 2 year rolling programme for History & Geography, RE & Science ● consider updated assessment procedures and key knowledge for other foundation subjects (Art; D&T; IT; Music; MFL; PE) ● review the school's III Statement and the Curriculum, Teaching & Learning Policy (Knowledge Organisers / Quizzes) ● revisit curriculum section on the school website to update new information | <p>AL AL AL/KH & subj leads AL/KH AL/KH</p> | <p>Aug 23 Nov 23 Jan 24 Nov 23 Oct 23</p> | | |
| <p>IMPLEMENTATION: To ensure quality first teaching for ALL</p> | <ul style="list-style-type: none"> ● ensure planning incorporates inspiration and celebration days/events for each unit ● to create, establish and embed the use of knowledge organisers for specific subjects (History/Geography/RE/Science) to support the retention of core knowledge ● provide identified CPD training for staff in areas identified as whole school)/key stage or individual development ● SLT to regularly review planning and provision (including effective use of PP & catch-up funding) ● monitor use of 1:1 plans and ensure intervention is put into place efficiently for those children who require additional support to maintain, progress and close gaps. | <p>KS leads Subject leads EP SLT TKD/FJ</p> | <p>Sept 23 Sept 23 Oct 23 Sept 23 Nov 23</p> | <p>£4000/ E24 - £5000/ E09 - -</p> | |

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| <p>IMPACT:</p> <p>OFSTED: To simplify and sharpen assessment of the curriculum</p> <p>To develop the role of ALL leaders in monitoring curriculum provision and outcomes</p> | <ul style="list-style-type: none"> From the 5/6 key pieces of knowledge chosen, trial and develop the new knowledge organisers and quizzes to ensure they support the school to identify what children know after each unit and what they remember over time put rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given all teachers maintain Provision Map to monitor the impact of any interventions Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility formalise timetable for governor learning walks linked to SIP priorities SLT and Governors to regularly evaluate the impact of initiatives and drive the school improvement priorities termly pupil progress meetings to take place; fully focused on identifying children not making progress; teachers held to account for low progress subject leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff and link Governors Autumn/Spring & Summer subject review meetings with link Governor focus on subject leadership | <p>AL</p> <p>EP/AL</p> <p>Teachers</p> <p>EP</p> <p>EP</p> <p>SLT/FGB</p> <p>Teachers/SLT/AL/EP</p> <p>Subject leaders</p> | <p>Sept 23</p> <p>Sept 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Jan 24& Apr 24</p> <p>Sept 23</p> <p>Dec 23/ April 24/ June 24</p> | <p>£6000/E02</p> <p>(subject leader release time)</p> | |
| <p>OFSTED:</p> <p>To monitor SEND provision</p> | <ul style="list-style-type: none"> develop a long term M&E calendar for SEND develop a more strategic involvement of parents/carers when writing and reviewing IEPs | <p>TKD/FJ</p> <p>TKD/FJ</p> | <p>Sept 23</p> <p>Oct 23</p> | | |

PRIORITY 2: To ensure as a school we are showing due regard to the Public Sector Equality Duty by
a) raising staff awareness and understanding of Equality, Diversity and Inclusion

b) supporting staff and children through achieving the Beyond bullying award

SUCCESS CRITERIA:

- ★ To raise awareness and understanding of:
 - *What helps and hinders the creation of meaningful connections*
 - *The formation of biases*
 - *Automatic associations and blind spots*
 - *The wider impact of bias*
 - *The connection between bias, privilege, disadvantage, and equity*
- ★ To develop openness and curiosity around our personal responses to explicit and implicit difference
- ★ To reflect on the unconscious influences of our interactions and decision making
- ★ To review approaches to debiasing and practices that promote meaningful connections
- ★ To explore the personal and whole-school application of new understanding with wisdom and self-compassion
- ★ To explore opportunities for accountability, feedback, and the ongoing commitment to reflexivity

| OBJECTIVES | ACTIONS | LEAD | START DATE | COST/ COST CENTRE CFR CODE | End of term/year review |
|---|--|-----------------------|------------|----------------------------------|-------------------------|
| To train, coach, and monitor colleagues | <ul style="list-style-type: none"> ● Set a year of twilight sessions that enable staff and governors, in small groups, to have time to reflect, question, discuss ● Regularly review after each block of training to decide on next steps/priorities | EP/AL EP/AL/EC | Oct 31st | £3,600 for 18 twilight sessions | |
| Pupils to take responsibility for their attitude/behaviour towards others | <ul style="list-style-type: none"> ● Action plan from Beyond bullying award.....(to add as an appendix on completion) | EP/AL/NR | Oct 25th | | |

Point of note: This plan will evolve over the year from which we can then agree how learning & changes can influence all areas of school - curriculum, behaviour, monitoring.

PRIORITY 3: To work closely with key stakeholders to ensure the new school provides the best provision possible for our children and school community.

SUCCESS CRITERIA:

- ★ Within the budget constraints placed on us, we provide the best environment possible for staff and children
- ★ Intake numbers increase in FS in line with new PAL and begin to expand in Y1-Y6
- ★ The building/land continues to be used by the wider community
- ★ Conversations continue with the LA regarding the use of the additional space

| OBJECTIVES | ACTIONS | LEAD | START DATE | COST/ COST CENTRE /CFR CODE | End of term/ year review |
|--|---|-----------------|------------|-----------------------------------|--------------------------|
| INTENT To share ongoing plans and continued developments in order to bring the current and future school community with us at all times. | <ul style="list-style-type: none"> ● share ongoing developments (eg corridor themes/hiring) with key stakeholders through regular updates in staff meetings/Weduc newsletters/Governor reports/local newspapers ● create a 'flyer' for the 'new' school to encourage new starters and people moving in to the area ● use social media and local publications to continue to actively and purposefully promote the 'new' school ● work closely with the LA and contractors to ensure they share our vision ● continue to establish sources of possible additional funding - grants and hiring of new facilities | EP | Aug 23 | - | |
| | | EP | Sep 23 | £200/E19 | |
| | | OS/DC | Sep 23 | £50/E19 | |
| | | EP/DC | Sep 23 | - | |
| | | EP/VC | Sep 23 | - | |
| IMPLEMENTATION To ensure the intent is realised | <ul style="list-style-type: none"> ● plan a number of events to bring the wider community in to school ● continue to establish 'real' costings for running the building over the full year, developing a more realistic 3-5 year budget plan | AL & NR/FOSB | Sept 23 | | |
| | | EP/AL | April 24 | | |
| IMPACT To review and plan | <ul style="list-style-type: none"> ● review impact of new provision and identify next steps (short & long term) ● continue to work closely with the LA as numbers increase to access growth and section 106 funding to continue the development from 300-620 place Primary school; the possible provision of Nursery and/or SEND provision | EP/AL | Oct 23 | - | |
| | | EP/DC | ongoing | - | |

PRIORITY 4: To ensure that the school's distinctive Christian vision is established and promoted at all levels to enable our children, adults and the community we serve, to flourish.

SUCCESS CRITERIA:

- ★ Staff are confident in the expectations/implications of the new SIAMS
- ★ The school community share and live out our vision
- ★ All stakeholders are involved in the M&E of collective worship
- ★ Church links are developed further
- ★ We receive a successful SIAMS outcome

| OBJECTIVES | ACTIONS | LEAD | START DATE | COST/ COST CENTRE /CFR CODE | End of term/year review |
|---|--|---|--|---|-------------------------|
| To ensure the new SIAMS framework is clearly understood by all stakeholders | <ul style="list-style-type: none"> ● ensure key staff (LS & ET) receive dedicated time and with SLT to discuss and plan action required ● ensure key staff and governors receive necessary updates/information/training to support them in the actions agreed (esp NEW staff & governors) ● ensure all leaders (including governors) are aware of SIAMS IQs and the school's self evaluation against these ● Provide any necessary CPD to support continued development in line with self-evaluation | <p>EP</p> <p>LS/ET</p> <p>EP</p> <p>LS/ET</p> | <p>Aug 23</p> <p>Aug 23</p> <p>Sept 23</p> <p>Sept 23</p> | <p>£300/E02</p> <p>Partnership agreement £599/E09</p> <p>-</p> | |
| To respond to the implications of the new SIAMS framework: | <ul style="list-style-type: none"> ● revisit our theological vision/values ● regularly communicate and promote the school's vision and values to all stakeholders ● revisit the spirituality dimension of SMSC and ensure it is distinguishable from social, moral and cultural education ● continue to teach the children about the background of charity days and help the children to explore the issues further ● continue to explore with children the charities/projects they wish to support and why (children's enterprise? Charity per class/KS?) ● support the children to become more proactive in challenging behaviour and language used by others when they know this to be prejudicial (<i>link to SIP 2</i>) ● OFSTED: Regularly teach about British values and protected characteristics through PSHE & RE lessons (<i>link to SIP 2</i>) ● deliver assemblies and collective worship that celebrates diversity and explicitly embraces British Values and discusses Black Lives Matter ● plan annual M&E of different AOW by a variety of stakeholders across the year ● invite parents/carers to observe and feedback on AOW ● ensure pupil voice is regularly heard - pupil interviews on purpose of prayer, reflection and stillness. ● children (across the BeSkilled schools) to take a role in leading AOW and monitoring and evaluating AOW having been trained by Diocese | <p>EP</p> <p>EP</p> <p>LS/ET</p> <p>EP/AL</p> <p>EP/AL</p> <p>Teachers</p> <p>Teachers</p> <p>ET/LS</p> <p>ET/LS</p> <p>EP</p> <p>ET/LS</p> <p>ET</p> | <p>Sept 23</p> <p>Sept 23</p> <p>Sept 23</p> <p>Nov 23</p> <p>Sept 23</p> <p>Nov 23</p> <p>Sept 23</p> <p>Sept 23</p> <p>Aug 23</p> <p>Oct 23</p> <p>Sept 23</p> <p>Oct 23</p> | <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> | |

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| | <ul style="list-style-type: none"> ensure stakeholder reviews are shared and actions/developments made in response | ET/LS/EP | Oct 23 | | |
| Ensure the connection between school and Church community remains strong | <ul style="list-style-type: none"> plan AOW to ensure regular attendance by incumbent/members of the Church community develop opportunities to utilise skills of church community within school (eg. clubs) | ET | Aug 23 | - | |
| | | EP/DWh | Oct 23 | - | |