

Overview of School Improvement Priorities 2022 - 2023		Success Criteria
Quality of Education	<p>SCHOOL IMPROVEMENT PRIORITY 1:</p> <p>1.1 Improve achievement in writing so that pupils make good progress and attain at or above national standards across the school (The Write Stuff).</p> <p>1.2 Further raise achievement in maths through revisiting concepts not fully grasped and securing X tables facts by the end of Year 4.</p> <p>1.3 Sustain and secure achievement in reading</p>	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • ?? % of pupils will achieve the expected standard • ??? % of pupils will achieve the age-related expectation in Maths; 90% pupils will know X tables by end of Year 4 • Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well as demonstrated in the work they produce. Attainment in reading is at least in line with national and local levels in all year groups.
Behaviour & Attitudes	<p>SCHOOL IMPROVEMENT PRIORITY 2:</p> <p>2.1 Fully implement a relational policy, further develop a shared understanding of expectations in relation to pupils' behaviour for learning.</p> <p>2.2 Review the school's Attendance Policy, to re-establish high expectations amongst parents.</p> <p>2.3 Through staff and pupil training continue to improve emotional awareness and regulation so that break and lunchtime behaviour is better managed</p>	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Monitoring of adult and child relational language and approaches shows a majority of people are applying the policy. • Pupil attendance will be at 96% or higher for all groups • Number and type of break time incidents is reduced; (OPAL) pupil survey shows that most pupils believe behaviour at break time and lunchtime is good.
Personal Development	<p>SCHOOL IMPROVEMENT PRIORITY 3:</p> <p>3.1 Further develop the pastoral support offer by expanding the provision; strengthen work to support vulnerable pupils and families through emotion coaching training for parents and carers</p> <p>3.2 Increase pupils' personal development through the implementation of a Character Award programme to develop pupils' confidence, resilience and independence and strength of character.</p> <p>3.3 Further support pupils with SEN and their families to access support in school and external agencies</p>	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Feedback from parents and carers shows that emotion coaching training has had a positive impact • End of year survey (pupil, parent and staff) reports a positive impact of the Character Award • Parents and carers of pupils with SEN work in partnership and report that the support has been effective.
Leadership & Management	<p>SCHOOL IMPROVEMENT PRIORITY 4:</p> <p>4.1 Improve teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.</p> <p>4.2 Extend continuing professional learning so that all staff have access to effective professional development at all levels Teaching partners – CPL project; ECT – ECT programme; leadership training through Senior and National Professional qualifications and apprenticeship e.g. NPQSL, NPQLTD, NPQH, M.Ed</p> <p>4.3 Further develop governance so that each governor can identify how their strategic role has impacted on school improvement</p>	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well as demonstrated in the work they produce. • All staff have access to professional development; each individual can identify a positive impact of the CPL project - coaching conversations and self-reflection • All governors have access to professional development; each individual can identify an impact of their strategic role

<p style="text-align: center;">Early Years Education</p>	<p>SCHOOL IMPROVEMENT PRIORITY 5:</p> <p>5.1 The EYFS framework is embedded to ensure children learn and develop with a specific focus on vocabulary</p> <p>5.2 All staff will understand the curriculum intent for the EYFS and how to implement this, ensuring pupils have the knowledge and skills they need so that they are prepared for the next stage of their education (KS1).</p> <p>5.3 There is an effective focus on vocabulary development in Reception; all staff understand the need to create a vocabulary rich environment. Staff interactions are highly effective in extending pupil language skills</p>	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • ???% of pupils in Reception will achieve in communication & Language • ??% of pupils in Reception will achieve the GLD at the end of the EYFS. All EYFS staff report they are well informed and confident about EYFS teaching and learning approaches and curriculum
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