



School Improvement and Development Priorities 2021- 2022

Learning and Laughing in the Light of God's Love

Priority	Objectives
Effectiveness of Leadership and Management of the school	<ul style="list-style-type: none"> • To ensure all safeguarding procedures and policies are effective and communicated to all stakeholders. • To ensure SLTs roles are structured to be able to facilitate the priorities of the school and impact on pupil outcomes • Middle leadership in terms of subject and year group leads to plan actions in order to impact on pupil outcomes. To evaluate the impact of their actions and adapt accordingly. • Governors to continue to impact on the strategic direction of the school and hold all leaders to account. • IT and premises priorities are set to continue to ensure the site is efficient and meets the needs of a growing school. • To ensure the school's CPD offer is inline with whole school priorities and continues to drive standards. To ensure leaders evaluate the impact of CPD and that all teachers are provided with support to be able to address gaps in their subject knowledge. • To successful induct and support all new teachers including ECTs and ECT+1 teachers. Ensure they have the relevant mentoring, support and CPD.
Teaching and Learning, Assessment and Quality of Education	<ul style="list-style-type: none"> • To assess lost learning as a result of the COVID pandemic. Ensure that gaps in children's learning are documented and that effective intervention and catch up is planned. • To ensure teachers use strategies to promote long term memory as well as retrieval practice and promoting fluency. • Continue with curriculum development. Ensure that curriculum plans are based on prior knowledge and that there is a clear progression of skills and knowledge in all subjects across the school.

	<ul style="list-style-type: none"> • To ensure curriculum leads have thought about what end points the curriculum is building towards, what pupils will be able to do at those end points. • To ensure that curriculum is well rounded and provides to all its pupils, including the most disadvantaged and those with SEND. • To ensure the school's RE curriculum is implemented and the impact is evaluated by leaders. • To ensure curriculum – intent, implementation and impact is clearly communicated and evidenced for all subjects. • To ensure the use of assessment data is linked to supporting the teaching of the curriculum and that leaders are using the analysis to inform curriculum and teaching. • To ensure the remote learning policy and contingency planning is enabling children to access learning when they are not in school. This will include tasks set for homework. To ensure that the offer is well designed to support the wider implementation of the school's curriculum. • To ensure progress in early reading as a priority for EYFS and KS1 children. Ensure that the lowest 20% of readers in each class are supported effectively to promote accelerated progress. • To provide opportunities for children to equip themselves with the knowledge and cultural capital they need to succeed in life. • To have a whole school focus on spelling, to ensure spelling patterns are taught consistently across the school allowing g for children to be more accurate with spelling. • To ensure children have opportunities for longer and language rich conversations with adult, children and peer on peer.
Behaviour, attitudes and Personal Development	<ul style="list-style-type: none"> • To ensure the school has a robust PSHE and RSE curriculum. This will be used to evaluate the effects of the pandemic on children's personal development. • To fully implement and embed the school's Behaviour and Relationships Policy in order to build positive relationships across the school. • To continue to challenge any types of bullying and promote inclusion. • To continue to develop children's ability to keep physically and mentally healthy.
Early Years	<ul style="list-style-type: none"> • EYFS curriculum – changes from September 2021. To ensure changes are implemented and that the curriculum and care practices meet the needs of all children, particularly any with SEND. • Early reading and phonics are carefully planned and delivered to ensure children's progress is tracked • Foundational learning and links with KS1 curriculum is developed through curriculum planning.