

School Improvement 2023/24 Summary

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	EYFS
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Key Priorities

<ol style="list-style-type: none"> 1. Further develop teaching and learning in phonics and early reading across school 2. Leaders provide effective support to ensure children’s understanding is systematically assessed, misconceptions are identified immediately, and clear direct feedback is given to ensure progress. 3. Further development of Mastery within Maths 	<p>Every pupil will be given opportunities to develop socially and emotionally and to become confident resilient learners.</p>	<p>All children access a wide range of meaningful opportunities that build character, develop a sense of active citizenship and enhance wellbeing.</p>	<p>Strengthen and develop the expertise of all staff, in order to recognise and remove/mitigate barriers to learning (Inc. those caused by SEND, poverty or mental health issues), leading to improved outcomes for pupils in all areas of the curriculum</p>	<p>To ensure children leave reception ready for their next stage of education. By the end of reception children will achieved well, particularly those with lower starting points</p>
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Summary of Targets

<ul style="list-style-type: none"> Equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers To ensure new support staff have knowledge of Red Rose Phonics scheme and can teach it confidently and competently Continue with focus on Vocabulary progression To ensure Quality First Teach for all To ensure recall and retrieval practice embedded into teaching and learning Embedding of Key Assessment Opportunities – ensuring purposeful assessment across the curriculum Increased diversity in teaching materials Continued development of individual subject knowledge maps – sequencing knowledge and progression from FS to Year 6 Join the North North West Maths Hub -CPD / introduction of Fluency Programme – FS – Y3/ Introduction of daily Mastery of number 15 min sessions 	<ul style="list-style-type: none"> To ensure behaviour and attitudes are exceptional. Children display consistently high levels of respect for others. Children demonstrate high levels of self-control and self - regulation. Extend the knowledge and skills of staff, through training and coaching, in managing complex needs both within and outside of the classroom. Pupils’ consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. They demonstrate resilience to maintain a strong focus on learning at all times. Pupils make a highly positive, tangible contribution to the life or the school and/or the wider community. Pupils actively support the well-being of other pupils and they demonstrate positive social interactions (Inc. online behaviour). Pupils have high attendance and come to school, sustaining any previous improvements. There is evidence of swift and effective action taken, for pupils or groups of pupils, when this is not the case. 	<ul style="list-style-type: none"> To further develop the extra-curricular offer for the youngest children and children with SEND in school To develop Outdoor and Adventurous with forest schools’ opportunities – linked to mental health and wellbeing To ensure the offering includes more opportunities for discussion and debate of issues and ideas in a considered way. . To provide a wider range of opportunities to stretch and nurture children talents and interests. To further develop children’s understanding about positive relationships and respect for others To develop a wide, rich set of experiences and opportunities for children to become involved in charity work to support the disadvantaged. 	<ul style="list-style-type: none"> Improve teachers’ and staff subject, pedagogical content and knowledge in order to enhance the teaching of the curriculum and accurate use of assessment through effective CPD. To continue to strategically reduce unnecessary workload and improve staff well-being while maintaining high expectations for all. The school has a strong culture of safeguarding that implements effective arrangements to identify pupils who many need early help or who are at risk of abuse. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. 	<ul style="list-style-type: none"> Staff are highly competent in the delivery and their understanding of the EYFS curriculum whilst meeting the needs of every child Staff are highly competent in the delivery of phonics and early reading and their understanding of the EYFS curriculum. Continue to embed and build upon the development of intent and implementation of the new EYFS curriculum To continue to develop conditions for learning that meet the unique needs of the lower 20% Effective assessment shapes the teaching and learning experience for each child An effective transition with the Y1/ 2 teacher is in place which is regularly reviewed and evaluated ensuring a positive / smooth experience for all children
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