

School Improvement Plan 2021-22



Vision statement: Our Christian school exists to provide a welcoming everyone in which everyone is cherished and challenged to full their potential.

<p>Ofsted judgement 1: Quality of Education Intent Implement Impact</p>	<p>Key priority</p> <p>To further improve our ambitious and challenging curriculum throughout the school that applies to all children including those who are disadvantaged (PP) or with SEND.</p>	<p>Priority 1</p> <p>Further development for identified curriculum areas that will be enhanced via training and resourcing..</p> <p>Phonics - Following an audit and research, choose an appropriate, validated phonics scheme that will enhance our current provision</p> <p>Training for staff to improve phonics knowledge especially support staff and teaching staff in KS2.</p> <p>Reading – 1 match reading resources to chosen phonic scheme. 2 Further resource reading books to provide author and topic boxes in KS1 and class based reading materials in KS2 3 Further develop guided reading in KS2 via training and resourcing.</p> <p>CPD - Improve staff's subject knowledge especially in the areas of Spanish and Music through CPD.</p> <p>Science - Replenish science resources to enhance teaching.</p>	<p>Priority 2</p> <p>Implement the Pupil and Recovery Premium across 21-22. Devise whole class and targeted support to ensure that identified children continue to make progress with a focus on SEN and disadvantaged (PP) children.</p> <p>Teachers to identify children and implement targeted catch up and booster sessions through their class team - Focus to be on writing and SPAG</p> <p>Pupil progress meetings twice a year. Implementation and impact of interventions discussed.</p> <p>School led tutoring. Children to be identified according to DfE criteria; provision planned, delivered and evaluated across Spring and Summer.</p>	<p>Priority 3</p> <p>Maintain an enhanced provision for online learning that makes full use of the G suite for education tools ensuring readiness for any future school closure</p> <p>All 21-22 classes fully aligned with their new teachers. For Years 1-6, Google Classroom accessible for pupils.</p> <p>Termly staff training to ensure that skill sets are maintained by all teaching staff.</p> <p>New parents to be given AUP for remote learning and instructions on accessing Google Classroom and Meet.</p> <p>Year 3-6 children to engage with Google Classroom within school to ensure capability to independently access online learning. GC to be used for aspects of homework.</p>
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<p>Ofsted judgement 2 Behaviours and attitudes</p>	<p>Key Priority</p> <p>Ensure that high expectations of learners' behaviour and conduct are applied consistently throughout the school day as children transition from class bubble system to less restrictive school day. Evidence-based research will be used as a foundation.</p>	<p>Priority 1</p> <p>Ready, Respectful and Safe are embedded as the school rules throughout the school day including lunchtime.</p> <p>Implement revised lunchtime routines, timings and procedures</p> <p>Lunchtime organisers to receive behaviour management training from behaviour lead</p> <p>New start of the day procedures ensure that children are in school on time and ready to learn.</p> <p>Staff embed ready, respectful and safe through use of those key words when praising children and when addressing behaviour.</p> <p>Ready Respectful Safe emphasised and supported via Collective Worship programme.</p> <p>Review on a regular basis through staff and pupil voice.</p>	<p>Priority 2</p> <p>Review the current behaviour rewards system and develop a more attitude based replacement in conjunction with pupils</p> <p>Review the current system with school council.</p> <p>Plan and consult regarding a new reward system with pupil community via the school council.</p> <p>Produce action plan and timeline to introduce and embed new system within school</p> <p>Embed new rewards system in updated behaviour policy.</p> <p>Share with Didsbury CE parent community</p> <p>Review via staff and pupil voice.</p>	<p>Priority 3</p> <p>Re-establish pupil based groups who will make a highly positive contribution to the school environment and ethos.</p> <p>Pupil representative groups are chosen via a transparent and open process.</p> <p>Pupils representative groups established in key areas of the school – school council, ethos group, house captains, worship group, librarians, sports captains.</p> <p>Goals of appropriate pupil representative group are established along with achievable outcomes.</p> <p>Pupil representative groups have an active role in the school, communicating to the wider school community.</p>
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<p>Ofsted judgement 3</p> <p>Personal Development Character development and personal and talent opportunities</p>	<p>Key Priority</p> <p>The ethos of the school supports all learners to develop their talents and character through the curriculum and wider activities as greater opportunities allow in the 21-22 academic year.</p>	<p>Priority 1</p> <p>Pupils have an understanding and appreciation of diversity and inclusion. A respect for the different protected characteristics in law is promoted to all learners in an age appropriate way.</p> <p>Pupils appreciation and understanding of diversity and inclusion is led through a constant tread through people and subjects within our curriculum.</p> <p>Particular focus on diversity and inclusion through collective Worship (including Picture news and the big question), RSE, PSHE lessons.</p> <p>Celebrating and highlighting focussed days and weeks- Black History Month, Mental health week Give racism the Red card, Deaf awareness week, Down's Syndrome Day.etc</p> <p>Promoted through social media and newsletter</p> <p>Investment in books that reflect our society- demographics, race,</p>	<p>Priority 2</p> <p>Re-establish an enriched curriculum including after school and lunchtime clubs, trips and visitors that provides opportunities for the development of interests and talents for all pupils.</p> <p>Re-establish a programme of education trips and visitors into school that enrich the children's learning especially those from a disadvantaged background.</p> <p>Re-establish lunchtime, extra curricula and after school activity opportunities for all children to benefit from especially those from a disadvantaged background.</p> <p>Opportunities for children to experience focussed days eg Young Enterprise Week</p> <p>Opportunities to engage with forest school at WDCE.</p> <p>Yearly programme of opportunities for children to experience performing to a live audience.</p>	<p>Priority 3</p> <p>Ensure that children have the opportunity to engage in character developing opportunities throughout the school</p> <p>Attain accreditation for the Global Neighbours scheme Bronze award led by Ethos group.</p> <p>Re-establish Penpal scheme with elderly in the parish ensuring appropriate safety procedures and routines are adhered to.</p> <p>Opportunities throughout the school for children to make a difference through courageous advocacy activities around social and environmental issues.</p> <p>Children to lead worship both within school and in church services.</p> <p>Re- establish Schools Linking Programme for Year 4 linking with children from another school.</p>

		<p>culture family relationships in class reading material and library books</p>		
<p>Ofsted judgement 4 Effectiveness of Leadership and management</p>	<p>Key Priority Lead pupils and staff through 21-22 ensuring a safe but open school environment; a full and challenging academic curriculum in all subject areas; and mental health and well-being provision for staff as well as pupils.</p>	<p>Priority 1 Equip subject lead middle managers to ensure that they can support and lead others to ensure that teaching is effective as possible.</p> <p>Staff meeting and INSET time allocated to specific subject lead activities such as work scrutiny to ensure that Intent and Implementation match.</p> <p>Subject leads have opportunity to see their subject being taught in KS1 and EYFS</p> <p>Trust staff meetings on Subject leading.</p> <p>Ensure that new/recent teaching staff are supported and equipped to teach all subject areas effectively.</p> <p>Time allocated for subject lead staff to gather example end points for each year group to demonstrate the expected outcomes (Impact) in each subject area.</p> <p>Staff to use Model Music curriculum of the Charanga scheme to support delivering music in the classroom.</p>	<p>Priority 2 Further enhance the school's culture of safeguarding, identifying those learners at risk via greater analysis of CPOMS.</p> <p>Safeguarding training for all staff with regular focussed updates throughout the year</p> <p>Two yearly DSL training for DSL and DDSLs and Kids Club Manager</p> <p>Safer recruitment training for HoS and DH</p> <p>Complete applicable action plans to ensure full compliance of S175 safeguarding audit.</p> <p>Regular review of safeguarding procedures</p> <p>DSL to engage with and complete appropriate CPOMS training</p> <p>Further updating lunchtime organisers with new safeguarding procedures.</p>	<p>Priority 3 Increase awareness of the main pressures on staff via consultation and actively seek to reduce workload through a series of practical measures.</p> <p>Staff well-being and workload group to meet to explore practical measures to ensure workload is manageable and sustainable</p> <p>Performance development- SLT to meet with Teachers and TAs as part of the cycle in a supportive manner.</p> <p>Teaching staff continue to take PPA at home</p> <p>Staff meetings to be allocated to assessment activities and subject lead activities as a way of giving staff directed time to enable completion of key activities.</p> <p>Review the annual school report and replace with more succinct document.</p> <p>Curriculum time allocated to teaching staff on a regular basis to monitor how their curriculum is being taught throughout the school.</p>

		Completed in Autumn term		
<p>There will be a separate Ofsted judgement: The quality of early years education</p>	<p>Key priority</p> <p>The new EYFS framework is established in Nursery and Reception</p>	<p>Priority 1 Ensure that all new content in the new EYFS Framework is fully introduced in a systematic, progressive and consistent manner in our Nursery and Reception classes.</p> <p>Ensure that the quality of the outdoor provision compliments that of the indoor provision</p> <p>Ensure that there is continuous and progressive thread in the EYFS curriculum that runs through from Nursery to Reception.</p> <p>Developing a deep understanding of numbers to 10 including the composition of each number with a focus on number of the week</p> <p>Knowing some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</p>	<p>Priority 2 Develop the skills knowledge and understanding of new and existing members of the EYFS team of the new EYFS framework</p> <p>Establish through training and demonstration how to enable quality interactions between adults and children including commenting, echoing back, introducing new vocabulary, sensitive questioning and inviting elaboration as highlighted in the new EYFS Framework.</p> <p>Ensure that new and existing EYFS staff members receive relevant training in order to equip them to implement the new EYFS curriculum.</p>	<p>Priority 3 Ensure that the new method of ongoing assessment in the EYFS is embedded into the daily routine.</p> <p>All staff members in EYFS know how evidence is gathered and recorded.</p> <p>Ensure that moderation is administered with other Trust schools</p>

