



# **School Improvement Priorities 2022 – 2023**

## **Priority 1**

**Ensure a climate and culture of robust safeguarding practices across all areas so that all pupils feel safe and secure by:**

- Commissioning an external safeguarding audit and implementing any actions arising
- Ensuring comprehensive records of safeguarding incidents or allegations are maintained, and appropriate actions are taken to safeguard children.
- Making sure that regular monitoring takes place to ensure effective safeguarding policies, procedures and practice are in place.
- Deliver regular staff training so that all staff, including new staff, are clear about recording, reporting and how to identify pupils at risk of harm.

## **Priority 2:**

**Improve the quality of education by:**

- Embedding reading as a core element within the curriculum, utilising a validated phonics system and ensuring books selected closely match pupils' phonics capabilities.
- Enhancing teachers' subject knowledge so that they have a firm grasp of key concepts, knowledge and skills in the subjects they teach and that these elements are effectively sequenced.
- Building knowledge maps across the breadth of curriculum for all learners and measuring the impact through suitable and consistent assessment processes
- Ensure staff have access for high quality professional development and observe strong practice to strengthen their knowledge and understanding of quality first teaching and addressing any misconceptions.
- Ensuring all staff effectively identify the needs of SEND pupils and have the skills and expertise to effectively support the learning of pupils with SEND.

## **Priority 3:**

**Improve the quality of Early Years provision by:**

- Reviewing the EYFS curriculum to ensure the curriculum is coherently planned and sequenced, building upon what children know and can do
- Ensuring children use their knowledge of the new phonics scheme to read accurately and with increasing speed and fluency.
- Ensuring robust assessment processes are in place.
- Ensure staff have access for high quality professional development and observe outstanding practice to strengthen their knowledge of early childhood development.
- Ensuring that the indoor and outdoor environments are planned to give purposeful learning opportunities and provide rich communication development opportunities

#### **Priority 4:**

##### **Leaders create a safe, calm, orderly and positive environment by:**

- Developing a culture whereby all pupils behave consistently well, demonstrating consistently positive attitudes to their learning, including SEND pupils
- Increase opportunities for children to feel listened to and develop their confidence, resilience, and sense of responsibility.

#### **Priority 5:**

##### **Improve the quality of personal development by:**

- Develop school's new values and thread these through the curriculum.
- Developing a programme to illustrate school values in practice to allow the pupils to use these to guide their own behaviour
- Establishing a range of processes to enable opportunities for Pupils to have a voice

#### **Priority 6:**

##### **Senior Leaders and the IEB should make substantial improvement to:**

- Develop a culture of high expectations, across the whole school, which is rooted in a high-quality curriculum, driven through the newly established school vision and ethos across the community.
- Further develop a broad and balanced curriculum to ensure it meets the needs of all pupils including SEN, Pupil Premium and More Able in the school.
- Ensure subject leaders have the subject knowledge and expertise they need to carry out their roles effectively and monitor the high-quality curriculum
- Develop a robust strategy to promote and support staff mental health and wellbeing and to implement measures to support in the workplace and have a good work life balance. Staff need to be inspired and have a clear vision of what they are trying to achieve.
- Improve communication with parents and all stakeholders and improve parental involvement and engagement with the school
- Ensure that the IEB hold leaders to account for how effectively and promptly they implement change and offer a consistent level of challenge

#### **Monitoring**

The School improvement priorities are taken from the Ofsted inspection report 2022 and will be monitored by:

- Reports to the Interim Executive Board (IEB) from the Interim Headteachers
- Visit reports from external advisors
- Monthly strategy meetings with the local authority
- Visits to school from the IEB
- Any monitoring visits by Ofsted