

Quality of Education
 The recovery curriculum and provision for children following Covid19 meets every child's needs; planning, teaching, intervention and assessments combine to ensure that any areas of need in learning / knowledge caused by the enforced absence from school are addressed.

To develop on-line learning opportunities for all pupils through the development of ICT, enhanced learning opportunities and teaching strategies.

To ensure that Phonics and Early Reading provision ensures progress for all pupils.

To increase pupils' exposure to rich and varied vocabulary, improving writing composition, reading comprehension and spoken language.

To improve pupil's reasoning skills. To develop all pupils' mathematical fluency and the ability to use rapid recall facts and apply these across all strands.

To continue to develop the progression of knowledge and skills within foundation subjects to ensure that key concepts are taught clearly, built upon and embedded in pupils' long-term memories.

To continue to develop assessment procedures within foundation subjects; ensuring they build on pupil progress, support the retention/application of knowledge/skills and are meaningful.


To ensure that interventions are addressing gaps in learning and targeted specific areas of need.

Personal Development
 Children's social and emotional needs are met, particularly following their return to school after the Covid19 pandemic.

To ensure a high quality PSHCE curriculum which reflects the new SRE guidance.

To broadening horizons and raise aspirations, giving children a wide range of experiences of the world including the world of work.
 To develop a positive mental wellbeing culture in which children build resilience, self-esteem, and character.
 To implement learning opportunities and initiatives so that children understand, appreciate and respect diversity and difference in the world and its people and are prepared for life in modern Britain

**School Improvement Plan
 Executive Summary 2020**



See also Recovery COVID-19 recovery documents

Behaviour
 Reinforce high expectations for pupil behaviour and conduct as they return to school, following Covid19, especially those who are most vulnerable.

To continue to embed strategies to improve attendance rates so that they meet national averages. To continue to support and challenge families of pupils who are persistently absent. to ensure pupils gain maximum benefit from their education.

Equip all learners with positive attitudes and commitment to their learning, through developing motivation, resilience and persistence.

Christian Distinctiveness
 To establish as robust and continuous self-evaluation process.to evaluate effectiveness as a Church school.

To ensure the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity.

To provide further opportunities for the children to be involved in the planning / leading of worship.

Early Years
 To ensure that the EYFS curriculum is designed to ensure that children have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development.

To work with parents so that they understand, and are involved in, their child's learning.

To ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts.

Leadership and Management
 The school continues to respond appropriately to provide a safe environment/provision in line with Covid19 government advice.

To further improve the effectiveness of subject leaders, ensuring that monitoring and assessment in foundation subjects is enabling leaders to make accurate judgements about how to improve teaching and learning in their subjects.

To continue to promote evidence informed practice in order to improve staff development and pupil progress

To continue to implement measures to ensure staff workload is manageable and is used to maximum impact in our curriculum teaching.

To encourage parental involvement in the life of the school and SBMAT. Parental support for the individual child at home and in school.

OFSTED May 2019
 Improve the proportion of pupils attaining the expected standard in reading, writing and mathematics across the school.
 Increase the percentage of pupils attaining the higher standards in reading, writing and mathematics by the end of key stage 2.
 Improve attendance rates so that they meet national averages by further supporting and challenging families of pupils who are persistently absent.