SCHOOL IMPROVEMENT PRIORITIES 2022/23

Priority 1: QUALITY OF EDUCATION

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION

To continue evaluating, refining, and embedding our curriculum plans and assessment grids in the following subject areas:
   o Computing
   o RE
   o Music
   o Art & Design
   o Design Technology
	Own self-evaluation (subject leader reports 2022) and Ofsted action plan
	
	Leaders have not fully implemented the school's new curriculum plans in every subject. Leaders and staff are still refining aspects of the curriculum to ensure that pupils retain the identified key knowledge and skills over time. Leaders should ensure that they review and refine the curriculum, so that it matches the scope of subjects where this work has already been completed.

Sustaining Mastery (project to be continued by KP and RD)	Follow on from Embedding Mastery- move towards a consistent whole school approach with bespoke support from mastery specialist

Priority 2: BEHAVIOUR AND ATTITUDES

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
Achieve World Class Schools Quality Mark (WCSQM) WCSQM is a charity concerned with developing the skills, competencies and characteristics young people need to thrive in an ever-changing global economy.	SYMAT Improvement Project
Evaluate and review the school policy for behaviour management Consider learning from Walk Thrus CPD programme and how this can be used to enhance behaviour and relationships, moving forwards.	To ensure school policy is effective and appropriate for ALL pupils and consistently applied and implemented.

Priority 3: PERSONAL DEVELOPMENT

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
Conduct Staff and Pupil well-being surveys Form action plan for 22/23 with newly established working party Establish School Well Being Policy	Outstanding from 21-22 SIP SYMAT surveys of pupils-Autumn 1, parents-Autumn 2, staff-Spring 1

Priority 4: LEADERSHIP AND MANAGEMENT

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
To increase distributive leadership capacity through developing the monitoring and coaching skills of all members of the senior leadership team	3 out of 4 phase leaders are recently appointed phase leaders or have changed the phase they are leading.
Ensure that all members of the senior leadership team focus relentlessly on improving teaching and learning and provide focused professional development through effective induction, monitoring, coaching and evaluation to sustain consistently high expectations	Changes to staff responsibilities/curriculum leadership
Review school policy and procedures to improve school attendance and reduce unauthorised absences and instances of persistent absence.	DfE directive and CYC priority area

Priority 5: QUALITY OF EARLY YEARS EDUCATION

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
Participation in the Mastering Number Programme This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1. Participating schools will receive central training (online and face-to-face) and a wealth of pupil-facing resources. There is an expectation that schools will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. Lead Teachers in schools will also contribute to an online community to share practice and engage in critical reflection.	This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.