SCHOOL IMPROVEMENT PRIORITIES FOR 2021-22
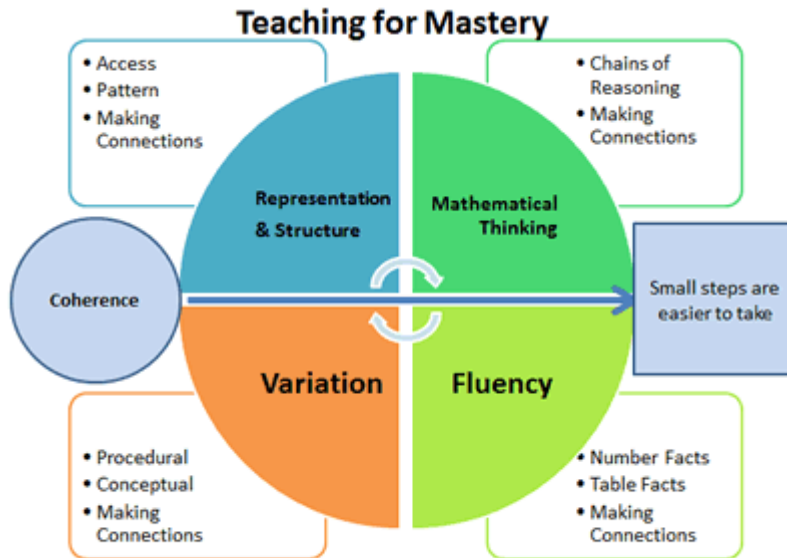
Priority 1: QUALITY OF EDUCATION

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
HIGH QUALITY TEACHING OF WRITING • Continue to embed high-quality teaching in writing using the sequence below : • Utilise high-quality texts and James Durran Success Criteria across school to ensure ALL pupils are clear about the purpose, audience, effect and ingredients prior to planning a piece of writing. • Use a range of effective strategies for engaging ALL pupils in the editing and redrafting process. Ensure that editing and redrafting is explicitly taught in accordance with our school agreed progression of skills.	• Outstanding recommendation from Cycle 1 of SPP 2019 *'Whilst there are many tools available to support children with their writing, which are routinely flagged up by teachers, there is a huge range of approaches across school, which could be developed into a whole school cohesive approach. Data shows that low attainers are making slower than expected progress. Do the tools that the rest of school access also support their learning and what else could be put in place to develop their independence and support progress? How are teachers and teaching assistants used to support this particular group of children?'* • End of KS2 progress data improved in 2019 for all prior attainment groups in writing with the exception of low prior attainers • Some pupils are still reluctant to edit and redraft their writing and therefore independent pieces do not always reflect true ability • Lockdowns impacted on the effectiveness of teaching the writing process resulting in more children falling below ARE in writing (impacting particularly on writing enthusiasm, stamina, independence and overall quality)

MATHS MASTERY

- Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject

Teaching for Mastery

- Access
- Pattern
- Making Connections

- Chains of Reasoning
- Making Connections

Representation & Structure

Mathematical Thinking

Coherence

Small steps are easier to take

Variation

Fluency

- Procedural
- Conceptual
- Making Connections

- Number Facts
- Table Facts
- Making Connections

- Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.
- Learning in maths for some children has been superficial. You might teach addition for 2 weeks and revisit it 6/8 weeks later and teachers find the children have forgotten it.
- AG has attended training with our local Maths Hub as a lead teacher and is now planning to develop our mastery practice across school based on the latest research on effective teaching and learning.

Priority 2: BEHAVIOUR AND ATTITUDES

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
DEVELOPING A LOVE OF READING • Striving to increase pupil's motivation and enjoyment of reading, particularly for our educationally most vulnerable	• Most children in school progress well with reading but a small minority of children do not enjoy reading or find reading a struggle. • Evidence suggests that reading for pleasure leads to increased attainment. • Research shows that 70% of non-proficient readers process text inefficiently. Inefficient reading is the hidden hurdle that prevents the development of fluency, comprehension and motivation. ensure ALL children are able to access high-quality education • Invitation to engage with Reading Plus York Pilot (Y5/6 classes)

Priority 3: PERSONAL DEVELOPMENT

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
PSHE & RELATIONSHIP EDUCATION • Continue to embed the Jigsaw PSHE and Relationships programme of study.	• This was launched in school in March 2021 • Schools are required by law to follow this from September 2021
SUPPORTING MENTAL HEALTH AND WELL-BEING • Establish a core team representing staff, students, governors and parents/carers • Review current policies, procedures and structures that support mental health and implement a needs assessment • Prioritise needs and develop a plan of action • Implementation of the plan • Monitor, review, evaluate and receive ongoing support and guidance	• In response to recent staff well-being survey and training session provided by York Mind • Opportunity to participate in DfE funded course for Senior Mental Health Leads provided by Matt Messias

Priority 4: LEADERSHIP AND MANAGEMENT

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
CURRICULUM LEADERSHIP AND REVIEW • Continue to review the curriculum three-year plans to ensure it is sequenced so that new knowledge and skills build on what has been taught before. Particular focus on PE, Art, DT, Music • To ensure the curriculum is appropriate for the needs of individuals and maximises progress for all. • Ensure our curriculum design is coherent, rich in knowledge and experience and attention is given to reading of high-quality texts. (Walkthru Series- Curriculum Planning) • Ensure clarity in the end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points. • Ensure clarity in teacher assessments within each subject, particularly when assessing for 'greater depth' • Develop manageable systems for tracking year on year progress across all subjects	• Our current curriculum was designed and implemented in September 2015. We are now revisiting and reviewing the effectiveness of various units within our three-year curriculum cycle. • Self-evaluation against the Ofsted Framework September 2019 ***Intent- do we have clarity in what we are trying to achieve through our curriculum?*** *Does our curriculum statement/policy clearly articulate how our curriculum reflects the aims, values and context of our school?* *How does it communicate the school's distinctive context and character?* *Does it capture our school's individual personality?* *How do we consider e.g. pupil's background, deprivation, gaps in learning, pupil feedback?* ***Implementation- how is our curriculum being delivered?*** *Do we have clear objectives/aims for what we want the curriculum to deliver for our children?* *Does curriculum planning include careful sequencing and progression of subjects- building and deepening children's learning?* *Do all staff understand the key concepts to be taught within a subject…and what progression in learning looks like for all curriculum subjects?* *What have we done/got in place to support this? How do we ensure teachers are making accurate assessment judgements?* ***Impact- what difference is our curriculum making?*** *How do we monitor and evaluate the impact of our curriculum on children's learning?* *Good Results* *Pupil Progress- knowing more, remembering more, doing more* *Knowledge and Cultural Capital* *Preparation for next stage of education* *Reading ability and fluency* *How do we ensure the most able pupils deepen their knowledge, understanding and skills?*

CHURCH SCHOOL DISTINCTIVENESS • Promote and develop an understanding of our Christian vision for the school Dunnington C E Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live. 'Start children off in the way they should go and even when they are old, they will not turn from it.' (Proverbs 22:6) 'Be sympathetic, love one another, be compassionate and humble.' (1 Peter 3:8) We demonstrate this through: **R.E.S.P.E.C.T.** **R**esponsibility, **E**njoyment, **S**ecurity, **P**oliteness, **E**ffort, **C**are, **T**olerance	• To ensure the school's vision and its associated values are firmly rooted in a Christian narrative (SIAMS Inspection Framework) • We have selected biblical quotes which exemplify our Christian Vision for the school. It is our intention to further explore, promote and ensure our vision and values underpin relationships and all that we do in school.

Priority 5: QUALITY OF EARLY YEARS EDUCATION

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
NEW EYFS CURRICULUM • Implement the new EYFS curriculum and baseline assessments	• Statutory implementation September 2021

AREA FOR DEVELOPMENT	REASONS FOR IDENTIFICATION
REVIEW TEACHING OF EARLY READING AND PHONICS • Work with the English Hub to evaluate school practices in the teaching and progression of Early Reading and Phonics	• DFE revised framework for accredited Systematic, Synthetic Phonics (SSP) programmes • Self-Referral, Yorkshire Endeavour English hub to conduct an in-depth Early Reading Audit to develop measurable targets using an **audit tool.** • Claudia visiting on Tuesday 5th October 2021 • The English hub will then be able to release funding to support us in achieving these identified targets. E.g., funding for decodable books or accredited SSP training for a newly validated programme.