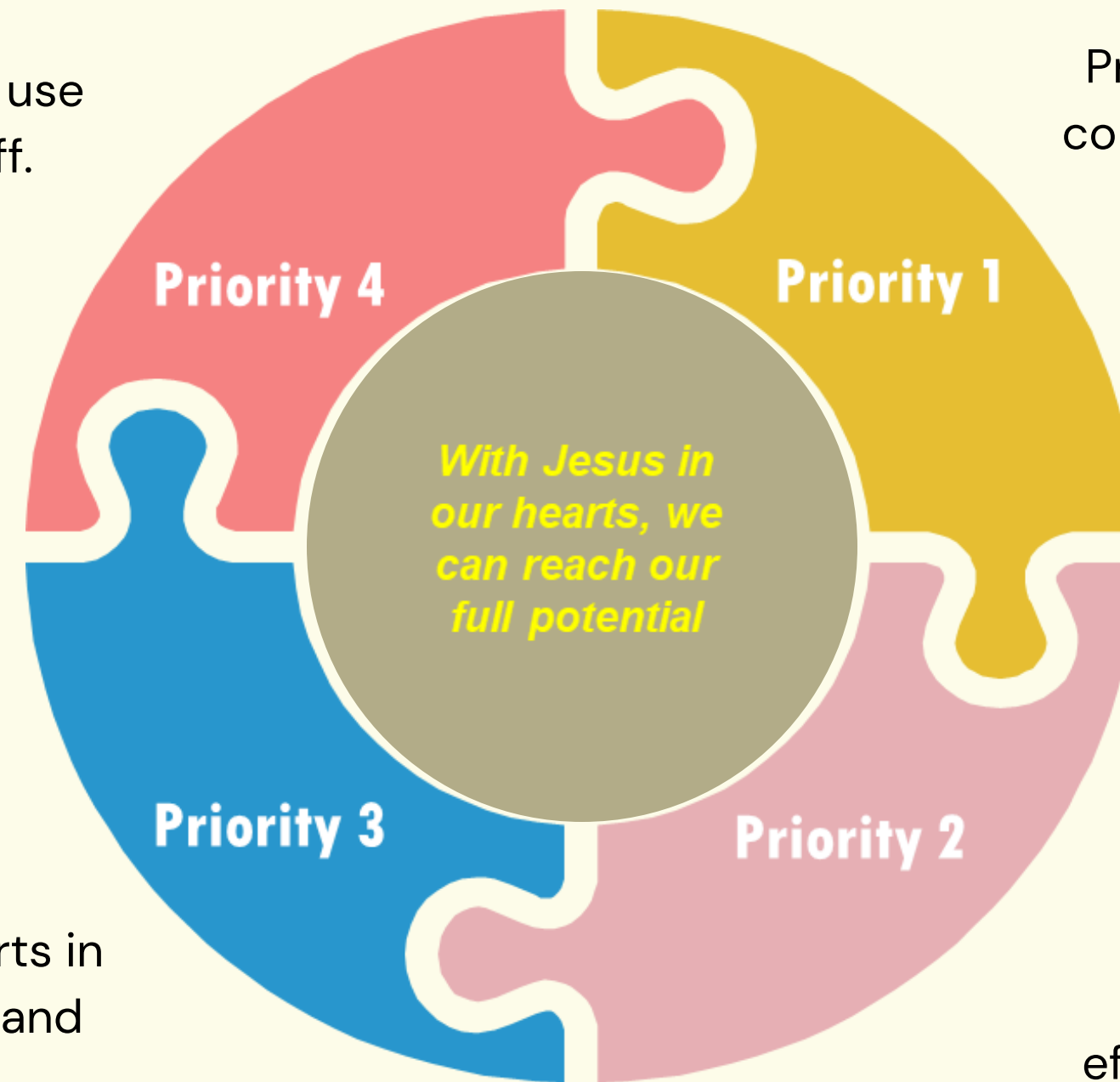


SCHOOL IMPROVEMENT PLAN

Priority 4: Develop the role and effective use of teaching assistants and support staff.



Priority 1: To raise average attendance for all cohorts to 96% and to reduce the percentage of persistent absentees to 10%.



Priority 3: To raise attainment for all cohorts in the core areas of reading, writing, maths and phonics through the provision of a consistently high standard of teaching and learning.

Priority 2: To develop and further embed effective behaviour for learning for all pupils, focusing on core learning skills that will develop aspirations.

SCHOOL IMPROVEMENT PLAN

Priority 1

- Develop the understanding of parents around the importance of good attendance and punctuality.
- Develop good habits for pupils around attendance and punctuality.
- Develop the accountability of all staff in dealing with attendance.
- Use data effectively to show links between good attendance and punctuality and outcomes for pupils.
- Develop an effective catch-up policy for learning
- Develop an even more effective attendance policy.
- Ensure a consistent approach.

Priority 2

- Establish clear expectations of pupils, staff and parents around acceptable behaviour, standards and responsibilities- including behaviour for learning.
- Raise attainment through a focus on standards in attitudes to learning and wellbeing.
- Develop a greater understanding of and engagement in the wider world and community for all pupils.
- Develop core learning skills: resilience, empathy, self-awareness, passion, excellence, communication and teamwork.
- Reduce incidents of low level persistent disruption to impact positively on whole class outcomes.
- Ensure a consistent and cohesive approach to behaviour and behaviour for learning
- Develop a greater sense of collective responsibility for behaviour and behaviour for learning.

Priority 3

- Develop a consistent approach to teaching core subjects that includes teaching explicitly core components such as spelling, handwriting and times tables.
- Develop a consistent approach to retrieval practice and distance recall to embed key learning.
- Develop the sequence of learning from EYFS to Year 7 for all core subjects.
- Implement a rigorous and well-structured timetable, which ensures that the core subjects are taught consistently throughout the whole year.
- Identify and track the progress and attainment of key marginal pupils through a rigorous system of pupil progress meetings.
- Fully embed the monitoring of teaching and learning.
- Develop the use of gap analysis to implement the use of same day keep up interventions.
- Develop the capacity of governors to support and challenge subject leaders.
- Develop the use of high-quality oral skills and the use of appropriate vocabulary.

Priority 4

- Develop the capacity of support staff through targeted individual CPD based on the context of the phase they work in.
- Develop the staff pedagogy around SEND/ achieving greater depth and challenge behaviours.
- Embed adaptive practices in all cohorts to ensure inclusivity.
- Develop the confidence and skills of support staff to enable and facilitate targeted teaching.
- Develop the use and capacity of volunteers through training.
- Develop communication systems for support staff.
- Develop staff awareness of and use of standard English.