

School Improvement Priorities 2021-22

1. Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.
2. Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.
3. Improve the quality of leadership in curriculum subjects to ensure effective teaching and learning which stems from a high quality school curriculum. Ensure that progress across year groups is monitored and clearly evidenced.
4. Ensure that the school continues to get back on track through the Coronavirus outbreak (Covid Recovery Plan)



Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
ALL teachers to review SEN support plans by 15th October, 4th Feb and the 1st June and ensure parent signed plans are uploaded onto STAFFSHARE and CPOMs by these dates.	As per action deadlines	All staff	KH VS	SEN Plans uploaded onto STAFFSHARE and CPOMS by agreed deadlines
To liaise with LA to ensure the completion of a new disabled toilet within the KS2 corridor.	End of Spring 1	JB/VS	JB	New toilet facility up and running.
Introduce 'school wide' provision maps to provide an overview of support in key SEN areas throughout school.	End of Spring Term	VS/KH	KH VS	Whole school provision map in place and being used by SENCo.
Introduce new format for class provision maps for SEN children which clearly shows individual additional support being received for personalised targets.	End of Summer Term	VS/KH	KH VS	Class provision maps being completed half termly and teachers are using these to feed into progress meetings.
At least one staff training session to be delivered by each LSS, Ed Psych and SALT services employed within school during the school year linked to teacher responsibility and SEN provision within class.	By the end of Summer 2	KH/VS	JB	High quality training has been delivered to all staff relating to SEN needs.
Autism Awareness and Dyslexia courses for all teachers and selected LSA's	End of Autumn 2	KH + external agencies	JB	Greater awareness of these issues to lead to earlier recognition and attention.

Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Teachers to produce summative assessment data half termly for core subjects – analysing own data to understand progress across and within groups and for individual children	From A1 and ongoing	All staff	LM	Formative assessment for core subjects will be up to date in EMAG, and Summative data judgements will have been generated. Teachers will have generated pupil progress reports each half term, and will have summarised the progress and attainment profile for their class, highlighting performance of key groups of children, and individual children where there are concerns. These will be in the teacher file.
Pupil progress meetings scheduled for each half term for teachers to discuss data ‘picture’ and how assessment will inform planning/teaching for next half-term	From A1 and ongoing	LM/All staff	JB	
Teachers to produce summative assessment data termly for foundation subjects	From A2 and ongoing	All staff	LM	Formative assessment for foundation subjects will be up to date in EMAG, and Summative data judgements will have been generated. The curriculum map for assessment for the year will be ‘on track’, as teachers will have conducted ‘timely’ assessments.
Subject leaders are gathering data termly, and using this to generate a ‘picture’ of their subject across school	From A2 and ongoing	Subject leaders		
Staff meeting to look at subject leadership data and discuss issues/trends/next steps etc	Termly from A2	LM/Subject leaders		Subject leaders will have up to date assessment data and reports in their subject files, and will be able to explain the progress and attainment profile of their subject across school.
Staff training on generating progress/attainment reports for their pupils	20 th Oct 2021	LM		
Training for subject leaders on generating progress/attainment reports for their subject	3 rd Nov 2021	LM		

Improve the quality of leadership in curriculum subjects to ensure effective teaching and learning which stems from a high quality school curriculum. Ensure that progress across year groups is monitored and clearly evidenced.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Each curriculum subject leader will have a good understanding of progression across year groups in their subject.	End of Summer 2	Subject leaders	HT	Each subject leader will have observed lessons in their subject in consecutive year groups three times during the course of the year to monitor progression.
Each subject leader to ensure that there is a display board with a learning journey that reflects progression in their subject across the school (boards permitting)	By end of Spring 2	Subject leaders	HT	Boards that reflect at-a-glance progress across the foundation subjects.
Over a three year period, each subject leader to ensure that each subject has a celebration week/event/ day to raise its profile with parents and pupils.	2021-2024	Subject leaders	HT	The celebration of each subject through parental involvement and whole school project.
Focus on subject leadership through appraisal	Appraisal cycle	Subject leader/HT	HT	Subject leaders to have greater ownership of subject linked to appraisal.
Each subject leader to report to staff through the year and to governors in summer 2022.	2021/22	Subject Leader	HT/Govs	Staff to have a greater understanding of the role of each subject leader – governors to have received reports from all subject leaders.

Ensure that the school continues to get back on track through the Coronavirus outbreak (Covid Recovery Plan)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Revisit risk assessment to reflect changes in events or improvements in practice.	Ongoing	JB	Governors	The risk assessment meets concerns as situations change
Return to school dinners in the main hall	Beginning of September	JB/JM	Governors	Establishing a good uptake of dinners across the school
Maintain a high level of communication with parents to keep them up to date with all changes in school.	On-going	JB	JB	Aim for 300+ views on average for whole-school dojo posts
Monitor the curriculum to ensure that clear progress is being made across year groups and that this can be demonstrated through a subject board and reports to governors.	Through the year	JB + Subject Leaders		Observations held, board completed, reports to governors completed.
Set up after school tuition using tuition funding from DfE.	From October/November	All class teachers + SENCo	KH/JM	Completion of 15 hour blocks for 46 children by the end of the year.
Ensure that classes finally get their guarantee of 21 special school trips (Set in Stone) as part of their return to normality	September	JB – all teachers	JB	All 21 trips completed (+ more)