School Improvement Priorities September 2022– July 2023

Ofsted Inspection – Priorities from report October 2021

Most subject leaders are well trained and know how to check whether teachers understand how to deliver their plans effectively. This is not the case for those who are new to subject leadership roles. Some leaders including new leaders do not have the skills to understand how to monitor their areas of responsibility. Leaders need to provide some and new leaders with the training that will help them fulfil their roles effectively so that all leaders have a secure understanding of the strengths and weakness of their planned curriculum.

What are you doing? What is the impact? How do you know? What needs development? How are you going to move your subject on further? What do you need in order to do this?

There is no doubt that there will still be some infamous legacy from COVID-19 and we may need to ensure that improvements are ongoing and sustained. Our improvement plan aims to build upon previous years work, sustaining and progressing in areas with good outcomes and looking at emerging priorities, often linked to COVID-19 e.g. whole school attendance. – We want to ensure that, despite the national pandemic, our school continues to demand high quality teaching and learning. We continue to develop and improve our curriculum across all subjects. For the first Year in many, our data was pretty much in line with Local and National, we need to continue to build on this so that our data being in line with National is the norm.

1 –Continue to raise standards in all subjects
- 1. Ensuring that academically more able students are challenged and supported more to reach their full potential
- 2. Ensure consistent learning opportunities between different year groups and classes and continue to develop pupils' progression of knowledge and skills effectively.
- 3. Writing – Live marking, staff training and launch of new policy has an impact – spelling, handwriting effective talk for writing (children and staff know the end goals of the topic)
- 4. Sustain arithmetic but develop further reasoning in mathematics.
- 5. All staff are developed in their knowledge of changes to non-core subject areas pertinent to them alongside whole school developments.
- 6. Continued attainment and progress of SEND students, EAL students, Mobile students – How are those who struggle being supported?
- 7. Continue High standards and expectation among all – developed culture within school and outside

2 – Exciting curriculum (Part 4 – sustaining strong links within our bespoke curriculum and developing subject leaders and staff so that there is excitement/learning in within every lesson)
- 1. Ensure the curriculum is developed even further so that it is progressive and builds upon specific vocabulary and the utilisation of opportunities for interleaving and interweaving.
- 2. To continue to develop our subject leaders so there is a progressive development of language and key subject-specific skills within their own individual areas of the curriculum.
- 3. Ensure the delivery of the new computing curriculum develops pupils' progression of computing skills effectively.
- 4. To continue to strengthen the expertise of non-specialist teaching staff in all subjects but with a focus on PE, music and computing lessons.
- 5. Continue to develop pupils' cultural capital through a wide range of real life experiences. An audit of wow factors and cultural capital opportunities ensuring progression and value, educationally and financially.
- 6. Effective writing and reading techniques, handwriting and spelling strategies are fully implemented across full curriculum
- 7. Achieving our PQSM mark (science award).
- 8. Continued improvements in all subjects (please see individual subject action plans).

3 – Further development of online capabilities and remote learning opportunites, Ensure COVID 19 gaps closed
- 1. Audit our remote learning procedures so that our remote learning legacy is sustained.
- 2. Adapt timetables (where possible) to ensure that any gaps in learning are effectively covered.
- 3. Continued scrutiny of planning to ensure that missed learning opportunities are planned for, as well as auditing that our planning has the desired impact, i.e. onus on to the children, rise in standards etc.
- 4. Ensuring that catch up groups, including those delivered by HLTAs and teachers, evidence quality impact.
- 5. Utilise school website in order to provide remote learning opportuntuines e.g. phonics based reading, dyslexia gold capabilities, KAPOW capabilities, G+T capabilities

4 – Raise standards for Early Years provision part 5– (Please see EYFS action plan for further details)
- 1. To continue to develop high quality teaching and learning
- 2. EYFS framework and the current Beech Hill EYFS curriculum reflects the necessary changes and supports effective learning
- 2. Continued development of the outdoor provision
- 3. Sustaining of assessment systems and robust moderation i.e. baseline and new Early Learning goals

5- - Raising Attendance, Behaviour and Wellbeing – Pupils and Staff – Looking at working together in order to improve school attendance
- 1. 2022 attendance at 93.1% - this is to be raised to 96.5%
- 2. Targeting children with lower than 90% attendance - Ensure a rise in attendance data for all pupils including scrutiny of groups and individuals.
- 3. Consistent attendance becomes everyone's responsibility
- 4. Sustain and build upon effective strategies in order to support the mental health and well-being of our pupils.
- 5. Assemblies are consistent and the messages they give promote, attendance, behaviour, wellbeing, school values etc…