



SCHOOL IMPROVEMENT PRIORITIES



Rationale and Expected Impact

1. To develop further a curriculum which has a specific plan of what pupils need to know and the progression of skills in each subject
2. To develop subject leadership in order to enhance the intent, implementation and impact of our curriculum, through a collegiate approach
3. Closing the Gaps – to continue to focus on diminishing the difference of named groups of children (gender, BME/EAL, Summer born)
4. To further develop the Early years provision to enable named groups (BME/EAL, summer born, SEND, potential exceeders) to achieve their potential and support new staff (NQT and new to foundation stage) to ensure consistent outstanding practice

We pride ourselves on our creative approach to our curriculum coverage. We constantly review our curriculum to ensure it is coherently planned and the progress of knowledge and skills is sequenced. We want all learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Subject leaders ensure good knowledge of subjects taught and all teachers understand subject matter. Teachers will present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They will check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. We will provide a challenging curriculum, with high quality teaching, expectations and appropriate feedback.

The curriculum we provide and our targeted provision for children with specific needs have positive impact on outcomes for all named children. Tailored interventions puts the needs of individual children at the centre of the learning process.

All children will receive appropriate interventions and access to all areas of the curriculum regardless of age, backgrounds or additional needs. We will enhance the continuous provision with a focus on number, understanding, speaking and the exceeding descriptors. Our enabling environment will meet the needs of all children. Our rigorous tracking of progress and development and half termly moderation exercises will ensure systematic learning opportunities, building upon previous skills and developing the depth of learning our pupils need to reach their potential