



SPARSHOLT C OF E PRIMARY SCHOOL

High Achievement For Everyone Within a Caring Christian School

School Improvement Plan

2020-2021



School Improvement Focus	Key issue/ Development Area
<p>1.Quality of Education</p>	<p>1.1 Ensure a carefully planned reintegration/transition is undertaken for all pupils taking into account that there may be significant learning gaps that will need to be addressed and positive behaviours for learning and routines re-established. Ensure pupils reconnect knowledge and fluency and the process and pace is being regularly reviewed to maximise productive relationships and well-being.</p>
	<p>1.2 Continue to develop the teaching and assessment of reading through clearly planned reading opportunities to encourage a passion for reading and improved pupil outcomes especially at Greater Depth due to high expectations for all pupils.</p>
	<p>1.3 Continue to develop the coherence of learning journeys in writing so that pupils have opportunities, within purposeful contexts, to develop their writing skills and to ensure that variation in task design supports and challenges all pupil groups.</p>
	<p>1.4 Ensure the mathematics curriculum is increasingly coherent and recursive and enables pupils to develop their conceptual understanding, fluency and reasoning so that they are more independent and resilient to solve problems.</p>
	<p>1.5 Continue to develop a high quality, enquiry based broad and balanced curriculum that demonstrate clear progression and secures and deepens learning for pupils through KS1 and 2 therefore enabling all pupils to successfully develop and apply their knowledge and skills to their future learning.</p>

<p>2. Behaviour and attitudes</p>	<p>2.1 Ensure pupils and staff feel safe, are respectful to one another and have high expectations of themselves and others around them by making sure there are clear and consistent expectations of behaviour promoted throughout the whole school community including taking into account the expectations post Covid 19.</p>
	<p>2.2 Ensure children with emotional, social and mental health needs including those who have been adversely affected by the Covid 19 Pandemic are supported appropriately and are functioning in the classroom environment and therefore receiving inclusive quality first teaching with their peers.</p>
	<p>2.3 Continue to develop resilience and independence in pupil’s approach to their learning leading to a positive attitude to their education especially where significant gaps have emerged due to the Covid 19 pandemic.</p>
<p>3. Personal Development</p>	<p>3.1 Ensure the school has a robust programme to support both pupils and staffs’ mental health and well-being.</p>
	<p>3.2 Continue to develop a clear understanding of spirituality to assist with pupils’ and staffs’ understanding of themselves and the World around them.</p>
	<p>3.3 Ensure the curriculum continues to provide opportunities for promoting courageous advocacy by championing local, national and global causes that are meaningful to our pupils including issues of justice, equality and sustainability</p>

4. Leadership and Management

- | | |
|------------------------------|---|
| 4. Leadership and Management | 4.1 Ensure school leaders use 2020 teacher assessments (Pre COVID-19) and baseline reassessment in the Autumn term to analyse progress and attainment and to realign planning as pupils, in all year groups, reintegrate. Ensure ambitious 2021 targets are set, and learning pathways planned to enable pupils to make accelerated progress. |
| | 4.2 Leaders of priority foundation subjects to articulate and evidence how the knowledge and skills are developed, deepened and applied. Demonstrate how assessment is used purposefully to connect and inform future learning. |
| | 4.3 Develop a strong teaching and learning community that enables best practice to be shared and disseminated across the school including providing professional and personal development, including coaching, for all staff. |
| | 4.4 SEND – Continue to develop the skills and knowledge of the SENCo including accreditation training and networking whilst also ensuring other staff have the necessary training and guidance to fulfil their roles. |
| | 4.5 Continue to develop Provision mapping to ensure support is appropriately matched to each pupil on the SEN register. |
| | 4.6 Continue to ensure all aspects of safeguarding are highly effective. |