Our School Improvement Roadmap

Ultimate Goal

- Pupils will receive increased opportunities to extend their thinking and gain a deeper understanding of the subjects they study, ensuring that opportunities to extend and consolidate pupils' learning are not missed
- The curriculum provides children with experiences of the wider world to help them to understand their village, the world they in and their place within it, ensuring that children know more and can remember more and that children develop higher order thinking, questioning and speaking and listening skills across the phases preparing them for life in modern Britain.
- High expectations of all pupils are realised and outcomes for all children continue to improve, ensuring that staff are well-supported.

Milestone #1

To develop, implement and monitor strategies aimed at raising attainment.

Milestone #2

To ensure consistency in teaching standards throughout the school, focusing on the school's foundation curriculum.

Milestone #3

To embed exceptional leadership and management at all levels including for Governors.

1

READING AND PHONICS
1) Consistent, high-quality teaching of phonics
2) Rigorous, high-quality teaching of reading in KS1 bridging phonics and comprehension, with a focus on fluency
3) Raising the importance and significance of reading for pleasure across all year groups.
4) Lowest 20% of readers across the school need to be able to read fluently before leaving School.
5) Texts match children's fluency level from EYFS-Y6

MATHS
6) Embed Maths Mastery scheme.
7) Number fluency SAFE maths (part of Big Maths) needs embedding so that all children (particularly the lowest 20% and KS1 SEND/Disadvantaged) quickly develop fluency with key number facts.

EYFS
8) Continuous provision planned with purpose and opportunities for formative, ongoing assessment.
9) Prioritise fine motor skills and writing.
10) Repeated practise and modelling embed excellent behaviour and attitudes
11) Communication with families must be formalised and documented.
12) Reading records to be updated every day for all children

WRITING
13) English writing lessons to be based around high quality texts and plans adapted to ensure that KPI's and sentence types are being taught in each year group.
14) A clear approach to spelling and grammar documented and embedded in each year group.
15) Focus on components, sequencing and modelling.

SEND
16) The SENCO will ensure that every pupil with SEND is identified, and their needs are addressed swiftly and appropriately.
17) intervention matrices will be created so that pupils can be tracked easily for progress
18) Every pupil with SEND will have a Learning Plan created with SMART targets.
19) Intervention programmes and resources to raise attainment are evidence based and impactful

2

1) Embed the Cornerstones Curriculum: History, Geography, DT, Art
2) Year group narratives and overview documents show clear links across year groups and phases. Teachers use these documents top build on prior learning.
3) Knowledge organisers will be implemented to show the specific knowledge and skills being taught and assessed. These will be high profile in lessons and in pupil books
4) The music curriculum (Charanga) will be checked for coverage and sequencing. A choir will be developed to ensure additional breadth to the curriculum
5) The computing scheme (Teach computing) will remain and become embedded for newer members of staff.
6) MFL will be changed to French so that pupils who have learnt Spanish for the last 2 years will have an opportunity to master a new language.
7) Develop a new scheme for PE.
8) Wider experiences will ensure that children have a visit/visitor/experience/trip each half term linked to topics and curriculum drivers.
9) Library books will be purchased to support learning in the foundation curriculum

3

SEND
1) SEND needs of pupils will be monitored and resources will be sourced on individual basis of needs.
2) The SENCO will be part of Pupil Progress meetings to discuss expected progress with the teaching teams.
3) The SENCO will have 1 day dedicated per week to work on tracking, updating and liaising with parents and agencies regarding EHCPS etc.
4) The SENCO / HoS will follow a scheduled monitoring programme, tracking pupils with SEND in class, looking at resources used, behaviour and the quality of work in books.

HoS
5) Weekly/half-termly/ termly monitoring schedule promotes intuitive continuous improvement and support.
6) Pupil Ambassador roles re-written and given greater priority.

Professional Development
7) Personalised phonics support and coaching.
8) Derby Research School Writing project
9) Personal Development Reviews NPQTLD, NPQLL, NPQSL, NPQH and ECT through Potentia/ Diocese
10) Tom Sherrington WalkThru programme and TLC (Dylan Williams) as CPD backbone. Peer observations.
11) Spiral CPD programme designed inline with the SIP and monitoring programme.
12) TLC meetings to refocus on strategies previously researched to further embed
13) New subject leader teams and structures, systems and processes created to raise accountability/productivity/collaboration/impact across all areas of the curriculum.

Governance
14) Governance is strengthen and all vacancies are filled. Heads of School and Executive head maintains the cycle of regular committee meetings.
15) The Executive Headteacher ensures all governors are aware of their legislative duty and provides /sources training.