



## Shaldon Primary School

### School Improvement Plan 2021/22

|                             |  |                             |   |
|-----------------------------|--|-----------------------------|---|
| Trust Objective A           | The ACE Curriculum is implemented in classrooms  | Trust Objective C           | Excellence in educational leadership  |
| School specific objective A | Character, metacognition, and subject knowledge are consistently developed across all areas of the curriculum  | School specific objective C | Middle leaders are impactful in ensuring the school achieves excellence and are focussed on ensuring that teachers have the support they need, in order that staff well-being is high.  |
| Key Results                 | <ol style="list-style-type: none"> <li>1. Our school appoints an experienced teacher to become a lead practitioner, as a model of excellence in pedagogy and planning within the school. By Christmas, the lead practitioner can demonstrate ACE pedagogy in his/her own classroom.</li> <li>2. By Spring, the lead practitioner can articulate their impact with evidence, on improved pedagogy across the school</li> <li>3. By Summer, 100% of teachers are using the 'know, show, grow' model to support teaching and planning</li> <li>4. Children and teachers can articulate and evidence how our learning values of independence, creativity and collaboration have been developed through classroom learning and wider provision, such as residential, lunch time clubs, trips and outdoor education.</li> </ol>  | Key Results                 | <ol style="list-style-type: none"> <li>1. Subject leaders can articulate and evidence how they have supported teachers with planning, resourcing and teaching their subject</li> <li>2. Middle leaders can articulate and evidence how they have developed priorities A, B and D within their team</li> <li>3. Coaching model further developed in which experienced teachers work alongside ECTs.</li> <li>4. Provision Mapping Tool is effective in tracking progress and provision for children with SEND; SENCo uses this data when working closely alongside teachers, children and parents, resulting in children with SEND being able to articulate their progress and personalised targets. Teachers report back that the support from our SENCo is instrumental in securing strong progress for children with SEND.</li> <li>5. Teachers work effectively and report healthy work-life balance</li> <li>6. Staff have opportunities to develop expertise through bespoke CPD</li> </ol>  |
| Trust Objective B           | Excellence in evidence-based teaching and learning   | Trust Objective D           | Excellence in behaviour, attendance and safeguarding  |
| School specific objective B | Further enhance and develop curriculum provision   | School specific objective D | Safeguarding is highly effective and responsive to the changes and societal challenges faced by children  |
| Key Results                 | <ol style="list-style-type: none"> <li>1. Subject leaders are well trained and supported in order to ensure progression throughout the school within their subject, and they ensure that consistent key concepts are built upon in each year group.</li> <li>2. Subject knowledge is sequenced throughout each year group so that children have opportunities to build on prior knowledge</li> <li>3. Subject leaders use strong evidence from The Sutton Trust and EEF in order to monitor and raise standards in the teaching of their subject, especially using specific strategies to engage and inspire disadvantaged children</li> <li>4. Subject leaders are able to advise colleagues and provide evidence of where the curriculum has been adapted in order to specifically meet the needs of children with SEND, so that they are able to access a broad, rich and engaging curriculum</li> <li>5. EYFS curriculum reforms are embedded and regularly monitored for effectiveness. The EYFS teacher is able to clearly demonstrate how children are well prepared for the next stage of their education</li> <li>6. The EYFS team draw on strong evidence from Lee Elliott Major and Alistair Bryce-Clegg in order to ensure that early reading, phonics, communication and language are at the heart of our curriculum, and that children from disadvantaged backgrounds are prioritised through inclusive quality-first teaching.</li> </ol> | Key Results                 | <ol style="list-style-type: none"> <li>1. Pupils are supported to develop strategies for looking after their well-being and reducing anxiety</li> <li>2. Safeguarding curriculum is inherent and embedded, and focusses specifically on key themes each term: e-safety, reporting concerns, British Values, peer on peer abuse and anti-bullying</li> <li>3. Attendance is demonstrably improved for specific PP children with low attendance</li> <li>4. Pupils know how to keep themselves safe and are confident in reporting concerns, including concerns relating to peer-on-peer abuse and cyberbullying</li> <li>5. As a result of our close partnerships with external organisations, such as Babcock LDP, the NSPCC, the EWO and the community police team, we know that our training and proactive teaching of safeguarding matters is validated, accurate and relevant to current issues.</li> <li>6. Pupils demonstrate high levels of independence and responsibility in looking after themselves, each other, and our school environment. Our school value of citizenship is well understood, in order that children demonstrate high levels of self-regulation throughout the school day.</li> </ol> |