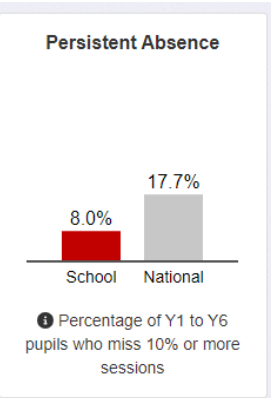
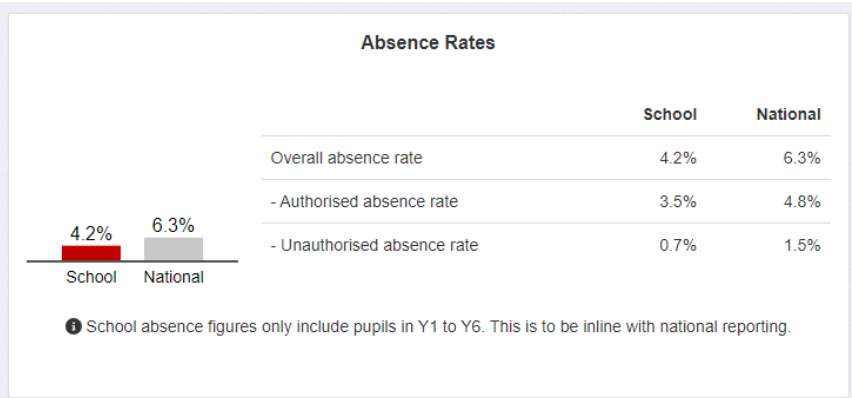
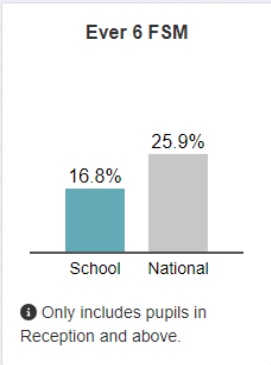
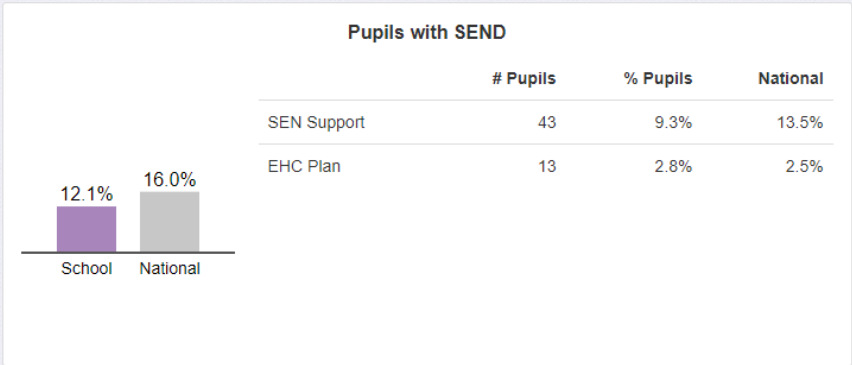
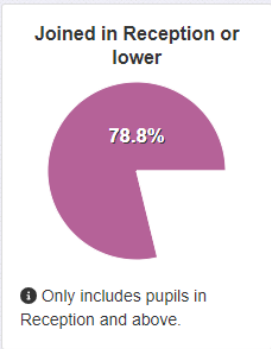
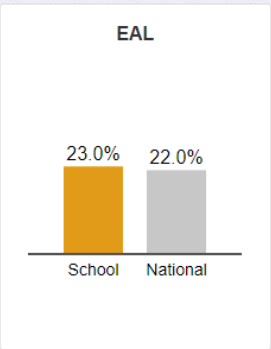
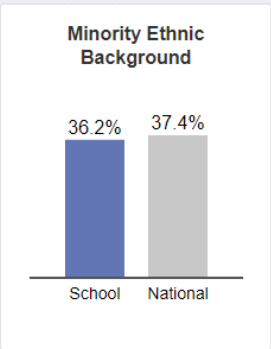
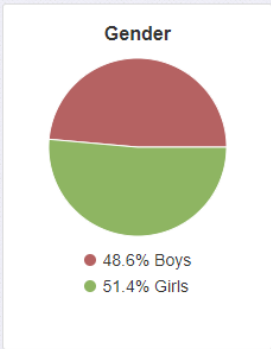




2023 – 2024

## School Context





## School Improvement Priorities 2023 - 2024

### Headline priorities 2023 – 2024

#### Quality of Education - Curriculum

<b>INTENT:</b> In foundation subjects' children will be exposed to key learning facts which will be revisited in order to create 'sticky knowledge.'	
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>•Staff will develop knowledge grids for their year group.</li> <li>•Subject leaders to then monitor the knowledge grids</li> <li>•Subject leaders to change knowledge and skills to just skills and share with staff</li> <li>•Staff to review the knowledge and the skills progression and check the wording is the same on their medium-term plans</li> <li>•Subject leaders to audit medium-term planning after staff have reviewed the knowledge and skills grids</li> <li>•Staff to look at links in each subject between year groups and within their own year group – ensure previous knowledge on medium term plans are filled in</li> <li>•Decide upon 'how' the retrieval of knowledge is shown throughout the school</li> </ul>	<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• As a school we are developing a common language for our curriculum.</li> <li>• The curriculum documents all look the same.</li> <li>• Knowledge grids are established.</li> <li>• The curriculum is built upon and links between age groups and subjects are made explicit.</li> </ul>

#### Quality of Education - English

<b>INTENT:</b> To develop strategies that will promote reading for pleasure with parents.	
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>• To ensure parental involvement through a Read with your Child morning/afternoon twice a year.</li> <li>• At 'Meet the Teacher' ensure all staff share with parents the expectations with their Year group. Make parents aware of reading days, reading records.</li> <li>• Ensure teachers include a section on Reading Culture at meet the teacher.</li> <li>• Look at and develop reading section on school website and make sure this is shared with staff.</li> <li>• To update the school website regarding key documents for literacy</li> <li>• Develop a school reading spine which will be shared on the school website</li> <li>• To work alongside the PP and EAL lead to develop reading for our disadvantaged pupils.</li> <li>• To work alongside the Early reading/Phonics lead to support children in their learning of phonics.</li> </ul>	<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• To empower parents to support their child with reading at home.</li> <li>• To narrow the gap for the lowest 20%</li> <li>• To develop an ethos of 'everyone can read' and 'love of reading.'</li> </ul>

## Quality of Education - Maths

<p><b>INTENT: To create a Calculation Policy that reflects the models and representations used across year groups and ensure consistency across school.</b></p>	
<p><b>IMPLEMENTATION:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff Meeting</b> – Spring term to discuss calculation policy and how we want to use this as a working document.</li> <li>• Revisit this throughout the year.</li> <li>• Ensure transition from EYFS – KS1 – KS2 – KS3</li> <li>• Monitor how CP is being used in class, for provision and extra fluency.</li> <li>• Monitor how and when</li> <li>• Half termly pupil voice to develop Calculation Policy and assess children's understanding of models and representations.</li> <li>• Book looks and peer to peer coaching to ensure CP is being used effectively.</li> <li>• Ensure the Maths Curriculum is well resourced to enable a CPA approach.</li> <li>• Incorporate worked examples and silent teacher into our new policy. An I do, we do, you do approach.</li> <li>• Work across year groups and key stages to ensure that staff are confident in models and representations used before and after them.</li> <li>• SEND/ PP children will be supported with the same models and representations used in class and in small group provision/ support groups.</li> <li>• PP Tuition will use agreed models and representations during sessions.</li> </ul>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• All staff will feel confident in the use of models and representations.</li> <li>• Whole school approach will ensure consistency.</li> <li>• Automaticity will be consistent across the school.</li> <li>• Progression across each year group will be clear particularly in transition years.</li> <li>• Pupil voice will enable children to talk about their own learning and will allow for reflection and next steps in ensuring Calculation is consistent across year groups.</li> </ul>

## Quality of Education - EYFS

<p><b>INTENT: To create and work with the EYFS staff to develop and plan the links between outdoor and indoor learning</b></p>	
<p><b>IMPLEMENTATION:</b></p> <ul style="list-style-type: none"> <li>• To review current resources and invest in new resources where need</li> <li>• To create separate areas with clearly defined purpose</li> <li>• Work with lunchtime staff to agree which resources are accessed during lunchtimes and provide additional training / ideas for activities and games.</li> <li>• Introduce a weekly timetable with a focus on each day</li> <li>• Meet with all EYFS staff each half term to share indoor medium-term planning</li> <li>• Agree outdoor adult led activities for each week linked to indoor learning</li> <li>• Agree a timetable for supervision / adult led activities each day</li> <li>• Agree responsibility for looking after resources and a tidy outdoor area each day.</li> </ul>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• A range of surfaces and equipment to allow a range of movement skills and develop overall body strength, co-ordination, balance and agility.</li> <li>• Children can choose an activity that suits how they are feeling.</li> <li>• Children can still access the outdoor area during snow and rain and offers shade in the summer months.</li> <li>• Children are out of breath several times a day</li> <li>• Timetable ensures there is outdoor opportunities for all curriculum areas and that children have a variation in outdoor learning.</li> <li>• All staff are aware of focus and objectives for each week and are able to support children in continuing their learning outdoors.</li> <li>• Adult led activities can take place that link with, and extend learning, in Literacy, Numeracy and Understanding of the world in the outdoor learning environment.</li> <li>• All staff take shared responsibility in ensuring that the children follow tidy up time routines and resources are well maintained resulting in a well organised, engaging outdoor space.</li> </ul>

## Leadership and Management

<p><b>INTENT: To establish and grow the new Senior Leadership Team and structure in school</b></p>	
<p><b>IMPLEMENTATION:</b></p> <ul style="list-style-type: none"> <li>• New HT to work alongside DHT, AHT and SENDCo to obtain important contextual information, understanding of school systems and processes, school self-evaluation and vision, in order to continue to drive the school forwards and inform future improvement planning, staffing structure and financial planning.</li> <li>• Establish a programme of SLT meetings which drive school improvement, staff meetings, department meetings and professional development across the school.</li> <li>• Support Department Leads in their role within their phase and across the wider school.</li> <li>• Department Leads to shadow experienced members of SLT with the appraisal of Teaching Assistants.</li> <li>• Working alongside the Board of Governors, SLT will inform and develop the strategic overview for effective school improvement planning.</li> </ul>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• An effective leadership team, with a clear strategic overview of the school in order to provide accurate school self-evaluation, improvement planning and developments which positively impact upon pupils and the school community.</li> </ul>

<b>INTENT: To prepare all subject leaders to feel empowered in their subject 'deep dive.'</b>	
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>• Leaders to watch the Ofsted deep-dive subject specific videos – history, geography, science, music, art, PE, DT, Personal Development</li> <li>• Leaders to meet with SLT to discuss the videos</li> <li>• Leaders to fill in the Ofsted questions support grid and have time to discuss this with the curriculum lead</li> <li>• Leaders to write a 3 I's statement (follow the same format for all subjects)</li> <li>• Each leader presents their 3 I's statement to staff and staff agree</li> <li>• Each subject has three days release time over the year to fulfil these tasks</li> <li>• Leaders to review their monitoring strategies and fill any gaps</li> <li>• Gaps are planned for within the measures on our school improvement plan and balanced across the year</li> <li>• Leaders to write their action plans using the focus' on SIP and any subject specific developments</li> <li>• Leaders to attend regular training</li> </ul>	<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• Leaders will feel confident that they are prepared for a deep dive.</li> <li>• Leaders well-being is managed and workload balanced.</li> <li>• Any monitoring outcomes are acted upon and staff all have a common language.</li> <li>• Children's learning outcomes are improved.</li> </ul>

**Personal Development, Behaviour and Attitudes**

<b>INTENT: To develop an evidence-based Behaviour Policy for our school</b>	
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>• Review current practices</li> <li>• SLT to look at the DFE guidance on behaviour in schools, EEF improving behaviour in schools.</li> <li>• Learning walks to look at consistency of language and approaches used.</li> <li>• Pupil voice to be carried out.</li> <li>• Staff meeting (all staff) – pupil voice shared with all staff and the key points from DFE and EEF. To use diamond groups to look at key areas: Restorative approaches, social and emotional learning (EEF), zones of regulation, playtimes and lunchtimes. This will be an opportunity to start researching and reading information.</li> <li>• Staff meeting (all staff) to share findings from each group and how we could implement at Worthington. Timetable for implementation.</li> <li>• Share ideas with parents and pupils.</li> <li>• Parent Voice</li> <li>• Governors</li> </ul>	<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• Our policy will be evidence-based</li> <li>• Our policy will be developed collectively with all stakeholders</li> <li>• Our policy will be embedded into our class routines</li> <li>• Our policy will have continuity across all the school and by all staff</li> <li>• Our policy will be fair and equitable</li> </ul>

<b>INTENT: Further explore opportunities to support the wellbeing of our school community</b>	
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>• Pupils – Obtain pupil voice <ul style="list-style-type: none"> <li>- Use of sports premium and PPG to support initiatives</li> </ul> </li> <li>• Staff – Build in opportunities for whole staff and staff teams to come together throughout the school year. <ul style="list-style-type: none"> <li>- Half termly wellbeing activities for ALL staff to engage in.</li> </ul> </li> <li>• Wider community – Explore and implement a range of opportunities for our parenting community to come into school and participate in activities with their child and classes. <ul style="list-style-type: none"> <li>- Develop the use of Class Dojo, school noticeboards and newsletter to keep parents informed in a timely manner.</li> <li>- Establishment of coffee mornings to support parents and build contacts with other parents with similar circumstances.</li> </ul> </li> </ul>	<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• Positive impact of initiatives on the wellbeing across the school community.</li> <li>• Active engagement and feedback from stakeholders evidences the impact and informs future planning of activities.</li> </ul>