

Cringleford CE VA Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We will do this within a creative, caring and secure environment, where everyone aspires towards excellence. This Bible verse is central to our vision - 'I have come in order that you might have life – life in all its fullness.' John 10:10

### Quality of Education

This year we shall focus on strengthening the approaches we take for the teaching of phonics, reading and maths in the core subjects and continue to develop our provision within foundation subjects by reviewing two per term.

#### Core Subjects –

**Phonics** – all staff will complete approved phonics training as we implement a new phonics scheme across Early Years, Year 1 and 2. We shall monitor the use and enjoyment levels of the new books through pupil perceptions and staff feedback. A termly data tracker for each child will identify the sounds they are confident with and those they need to learn. We shall hold several sessions for parents and share videos which support our teaching approaches.

**Reading** – our new reading materials for EYFS and KS1 will align with the phonics teaching sequence. We shall continue to develop skills in reading and reading for pleasure as we audit and refine our practice. Ensuring all children can read by the time they leave primary school is a government and school priority for everyone.

**Maths** – we shall work with the local Maths Hub in developing our approach to maths mastery. Use of mathematical vocabulary, models and representations, mathematical resources will support children in developing fluency, problem solving and reasoning.

#### Foundation subjects –

**Curriculum focus** – as part of our continue review and development of the national curriculum expectations, we have arranged training days with subject specialists in Science and RE this year and will engage with the cluster schools in reviewing Geography. Art, ICT also be looked at in depth this year. All subjects will be taught to the children with further training for staff in subsequent years.

**Assessment** – we shall be updating our assessment procedures and policy so that we are clear about the golden nuggets (essential skills and knowledge required) for children to remember in each subject / unit / theme.

**Standards** - We shall maintain a strong focus on ensuring children in key year groups i.e. Y2 and Y6 are enabled to successfully meet end of key stage expectations.

**SEND** – we shall continue to ensure that the needs of all children, especially those who are deemed vulnerable or included on the Special Educational Needs record, are met. This will include updating staff in key approaches and liaising with external agencies. We shall cultivate our dyslexia friendly school environment.

#### School leadership –

**Safeguarding** – remains a core responsibility for schools so we shall ensure all staff receive up to date training again this year and monitor our culture of safeguarding. We shall update relevant school policies and reflect this in the information available to you all via the website. This will include a consultation with staff, children and parents around the behaviour policy, asking children to complete a survey and involve the school council in reviewing the outcomes.

**Subject Leadership** – all core subject leaders including our SENCO and Assistant Headteachers will attend half termly networks to ensure they remain informed and updated in the areas they lead. They will share key points with all staff through staff meetings. We shall write plans for the spending of grants for sports, SEND and vulnerable children and add these to the website. We shall include a 'who is who' (names of staff and their role) in the first newsletter.

**Vision and Values** – we shall continue to provide opportunities and experiences for all children which fulfil our school vision, values and church ethos through links with our local and global communities.

**Compliance** – alongside our governing body members, we shall conduct regular audits on our compliance with government expectations such as the website, policies, financial management, attendance.

## School Improvement and Development Plan 2021-22



Actions to be taken to show evidence against the Ofsted criteria outlined in the evaluation schedule.  
See full action plan for details.

RESPECT. BELIEVE.  
ACHIEVE.

### Personal Development

This area aims to make sure that every child achieves their personal best and are provided with opportunities to learn how to keep themselves safe, healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. In the 2017 Ofsted recommendations, they asked the school to 'ensure that enriching activities provide even more opportunities for the most able pupils to be challenged'.

**Pastoral** – we shall audit our nurture provision and extend it so that there is more available. Areas around anxiety have been seen more widely through covid for example. We shall participate in a long term project which looks to close the gap for disadvantaged children.

**Curriculum** – alongside our development of the national curriculum teaching content, we shall plan to enrich our offer in order to develop pupil well being and positive lifestyle habits. Character education, global citizenship, Personal, Social, Health Education and aspects of career development through Primary Futures will be incorporated in our provision.

### Behaviour and Attitudes

**Learning behaviours** – we shall continue to implement and develop the JONK principles, making clear links to learning behaviours and academic progress. Children will be involved in reviewing the school policies which directly affect them such as behaviour, feedback and marking, their voice heard through surveys and our school council.

**Vision and values** – we shall promote our values through collective worship, celebration of children's successes, displays and curriculum plans.

**Attendance** – we shall continue to promote the need for good attendance and punctuality as these underpin achievement and high self esteem.

### EYFS

**New framework** – staff will engage with key research documents and advisors to implement the new expectations for early years provision and assessment criteria. Their action plan will set out the steps they plan to take and they will use pictures to capture the changes they make, maintaining strong partnerships with parents and explaining their child's successes.

**Phonics and Maths** – in line with the whole school plans, early years staff training in phonics and maths will ensure that children get off to a good start and when the time comes, their transition to Year 1 will be seamless.

**Partnerships** with external providers – such as pre-schools and local schools alongside professional networks will be strengthened by sharing best practice.

### COVID contingency planning –

Our risk assessment and measures to manage covid cases will be updated and reviewed at regular points and in response to direct need. Provision for home learning will remain in place.