

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 have prioritised our time 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** – the new Little Wandle phonics scheme has been successfully implemented with all staff (from EYFS, Key Stage1 and 2) completing the 6 hours of training. New resources, including books have been used to good effect with parent and staff speaking positively. EYFS reading assessments have shown children with strong reading and writing skills. The Year 1 phonics screening check outcomes are also evidencing strong skills compared to the national picture. Phonics in Year 2 for those children who had not met the standard in Year 1, is less strong so we shall continue to provide teaching in Year 3 alongside beginning a new approach to spelling.

**Reading** – at a whole school level we have reviewed and considered the reading diet children receive at the school over their 7 years – see the display in the corridor. Books have been substituted to broaden the range of authors, time periods, development of language, vocabulary and examples of diversity, cultural capital and social justice. A whole school plan and simple overview for reading has been created which outlines the rationale for choice.

**Writing** - As the texts often determine the writing curriculum, this has also been reviewed with new approaches in place for September 2022 which will strengthen the sequences of learning. Accuracy in writing remains a key development with spelling, punctuation and grammar areas more children have struggled with plus the ability to write at length. Typically, writing is a weaker aspect of the curriculum for us as it is for many schools nationally – deemed a legacy from the periods of lockdown learning. Time will be invested in spelling, building on the good foundations laid in Year 1 through phonics.

**Maths** – 6 staff have joined the maths hub mastery training this year. The whole school have used White Rose plans with the Mastering Number for EYFS and Year 1 and 2 woven into the provision. Through this, our approach to maths has been written to provide a guide to parents. Maths assessments have shown strength, with reasoning an area to focus on.

**Foundation subjects –**

**Curriculum** – a reviewed and refined curriculum will be used from September 2022 following subject monitoring and whole school discussions. The plans include EYFS so prior learning is known. We shall be looking at diversification of the curriculum next year as we continue to seek ways to represent the diverse community we serve.

**Assessment** – a new report format has been developed which has been welcomed by staff and received good feedback from parents and children because of the detail and clarity given. We have run internal moderation, shared in moderating with cluster schools and analysed any collection of data. We have attended a series of training sessions from which a new feedback and assessment policy will be written. The focus on science assessment has provided a starting point for next year's look at all other subject assessment.

**Standards** – Year 2 and 6 SATs standards will be released in September 2022

**SEND** – staff training has enabled new approaches to be used for provision planning and assessment. A full self evaluation of SEND provision will be prepared for September 2022 along with the SEND policy and Information Report.

**Review  
of  
School  
Improvement  
and  
Development  
Plan  
2021-22**



**Summary of the  
actions taken and  
impact seen.**

**RESPECT. BELIEVE.  
ACHIEVE.**

**Personal Development**

**Vulnerable and disadvantaged** – the school's documentation for the spending of Pupil Premium funds has been written through attendance at a series of training sessions with Marc Rowland who advises the Department for Education. Small changes to the plan will be made ahead of 2022/23

**Curriculum** – we have offered a wide range of experiences this year, including trips, visitors in school, swimming, sports events and residential, transition for the new EY children and with the high schools. We have attended training and joined networks which will support our review of the extended provision through the curriculum.

**Behaviour and Attitudes**

**Learning behaviours** – JONK has been further developed through the celebration assemblies, displays and inclusion on the annual reports. Children speak very knowledgeably about the values. The School Council has worked hard to review policies, provide school with information around behaviour, safety and well being.

**Vision and values** – we have worked with the Diocese in reviewing the vision with a consultation in September 2022.

**Attendance** – we have worked with the local authority, staff and parents in re-establishing good habits around attendance following the periods of lockdown and the changing expectations over covid isolation measures.

**EYFS**

**New framework** – the outcomes from EYFS compared to the national show that the school has managed the changes to the framework and addressed provision well. The team are highly reflective and have already identified the areas for development next year. Tapestry has been used well to share observations and assessments, the tracking plan has identified where provision needs to be adapted to enable children to thrive across all areas.

**Phonics and Maths** – see the section on quality of education

**Partnerships** – with restrictions lifted, the team have re-established links with pre-school providers and networked with other EYFS teachers and schools.

**School leadership –**

**Safeguarding** – has remained a priority through the year as a new team of designated leads have begun working together, meeting with the named governor and liaising with the office team. Staff training has been completed with additional sessions added following the feedback from the annual update. The Local Authority self evaluation form has been completed and returned, identifying where further training will be included in the plans for 2022/23.

**Subject Leadership** – subject leaders have been given regular time to monitor their subject. Files have been set up with consistent templates, action plans monitored by the curriculum lead. Training has been provided for staff around geography, RE, science and art.

**Vision and Values** – has been furthered with a full consultation and review in September 2022.