

Cringleford CE VA Primary School aims to celebrate its diverse community by providing an inclusive education of the highest quality through the Christian beliefs of compassion and courage. 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

We shall continue to strengthen the changes made last year to the phonics, maths and English curriculums and develop our provision within foundation subjects by reviewing two per term.

Core Subjects –

Phonics – new staff will complete approved phonics training and existing staff will receive regular updates and coaching so that we can ensure we have a consistent approach across all classes. We shall add to the materials we use, especially for Year 2. A 6 weekly data tracker will identify the sounds known and those to learn. We shall run sessions for parents.

Reading – we shall continue to develop skills in reading and reading for pleasure as we introduce some new texts in most year groups. Ensuring all children can read by the time they leave primary school is a school priority for everyone (and government expectation).

Writing – we shall focus our energies on spelling, punctuation and handwriting this year so that writing basics support our children to write well.

Maths – training through the local Maths Hub will continue for 5 additional staff as we continue to understand and apply our approach to maths mastery. Use of mathematical vocabulary, models, representations and resources will support children in developing fluency, problem solving and reasoning.

Foundation subjects –

Curriculum focus – as part of our continual review and development of the national curriculum expectations, we have arranged training days for drama, ICT and humanities this year. All subjects will be taught to the children with further training for staff in subsequent years. We shall show how we diversify the curriculum to celebrate our community and link to our vision.

Assessment – we introduce our revised approach to feedback and assessment so that we are clear about the golden nuggets (essential skills and knowledge required) and children are enabled to speak confidently about themselves as a learner (likes, strengths and needs).

Standards - We shall maintain a strong focus on ensuring children in key year groups i.e. EYFS, Y1, Y2 and Y6 are enabled to successfully meet end of key stage expectations.

SEND – we shall continue to develop our understanding and approach to 'Access for All', ensuring the needs of all children are being met, they make progress and enjoy success.

Good teaching – we shall continue to support the development of our staff so they are equipped to teach very well, develop specialisms and leadership skills where possible.

School Improvement and Development Plan 2022-23



Actions to be taken to show evidence against the Ofsted criteria outlined in the evaluation schedule.

See full action plan for details.

Vision and Values – our distinctive Christian ethos is evident and aligned with the school plans for improvement. The SIAMS schedule is used to help us reflect on how we can strengthen and evidence how the vision and values are seen in who we are and what we do.

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 – following the training of a senior mental health lead, we shall audit and develop our pastoral support, identify and strengthen our Social, Moral, Spiritual and Cultural development.

Inclusive – the curriculum, SEND and approaches to behaviour, will be an integral feature of the school's success in promoting equality. The most disadvantaged children will consistently benefit from the actions we take under the Pupil Premium Plan.

Character – we shall increase Forest School provision into Year 1, use JONK, and our review of the vision and values to audit and enrich the school year.

Behaviour and Attitudes

Conduct – high expectations and positive relationships enable children to flourish.

Learning behaviours – positive attitudes, a commitment to learning and resilience to set backs supports children to achieve well and be proud.

Vision and values – our environment values and celebrates commonalities and differences, building a courageous and compassionate community.

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

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 use our recently completed self evaluation tool and the feedback from the PSHCE and ICT survey's to focus on areas we wish to further strengthen such as online safety, social media and body image. We shall ensure school policies reflect our practices and the information available via the website.

Subject Leadership – all core subject leaders including our SENCO 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. Plans for the spending of grants for sports, SEND and vulnerable children will be updated and published.

Core leadership – our Deputy and Assistant Head will take leading roles in developing staff training so we have good teachers who are equipped to teach very well. Alongside this, we shall monitor well being and workload, expand the mental health training and establish an action group.

Governance – will support us in reviewing and monitoring our vision and strategies for improvement are. They will check that we are compliant in all areas.

EYFS

Revised Framework – staff will continue to engage with key research and advisors to implement the new expectations for provision and assessment. Their action plan and regular reviews will set out the steps they plan to take. They will explore cross classroom provision (inside and outside) and write clear progression of skills documents which change over the year. Spiritual and reflective spaces will be created to link to our church status.

Phonics and Maths – in line with the whole school plans, early reading and maths will continue to be key areas staff will focus on.

Partnerships with external providers – such as pre-schools and local schools alongside professional networks will be strengthened by sharing best practice. We shall build and maintain strong partnerships with parents.