

Cropredy CE Primary School – Academic Year 2022-2023

School Improvement Plan Priorities 2022-2023

Ofsted Key Action: October 2021

Leaders have not considered carefully enough the needs of pupils with SEND. This means that the curriculum for some of these pupils is not planned well enough to cater for their needs. This is particularly the case for pupils with more complex needs. **Leaders need to ensure that they give priority to improving their plans for these pupils.**

Key Priority for Improvement 1

Further review and develop the provision for children with SEND within the school by:

Objective 1.1	Completing comprehensive audit on all SEND provision within the school, through use of both new SENDCO, OXSIT and SEN Governor, identifying strengths and areas for development.
Objective 1.2	Developing a clear action plan with new SENDCO, to identify focussed actions to develop provision within the school, to best support all children with SEND.
Objective 1.3	Ensuring that policies and procedures are embedded, to ensure that needs are identified at earliest opportunity by teachers and that SENDCO leads effectively to identify need, effective appropriate interventions and complete impact review to ascertain effectiveness of provision.
Objective 1.4	Developing CPD opportunities to develop pedagogical understanding for all teachers in QFT, to ensure that the curriculum is carefully matched to the needs of all learners; clear impact review to be completed to support in evidencing appropriateness of curriculum to all children's needs. (Ref MER programme for 22-23)
Objective 1.5	Developing role of the SEN Governor, to support in strategic review of effectiveness of provision within the school for children with SEND.

Ofsted Key Action: October 2021

The school's curriculum in key stages 1 and 2 is not yet well planned in science and the foundation subjects. Plans for these subjects do not set out clearly the knowledge and concepts that leaders want pupils to learn and remember, or the order in which pupils should learn new content. This means that pupils are not achieving as well as they should. **Leaders should ensure that the curriculum is planned coherently for all subjects.**

Key Priority for Improvement 2

Refine and implement the new 'Cropredy' curriculum, ensuring that the sequenced curriculum design incorporates clear skill and knowledge progression by:

Objective 2.1	Completing curriculum planning for all subjects, with careful mapping work completed to ensure statutory requirements are met and that learning builds sequentially
Objective 2.2	Further strengthening teachers' subject knowledge and core knowledge of year group expectations, helping to deliver curriculum effectively.
Objective 2.3	Developing pedagogical content knowledge for teacher across the curriculum to bring greater consistency.
Objective 2.4	Establishing clear monitoring procedures to support ongoing refinement of the curriculum.

Ofsted Actions: October 2021

There are inconsistencies in teaching in the school and some teaching is not strong enough. Teachers sometimes plan tasks that are not well matched to what they want pupils to learn or take account of the needs of pupils with SEND. This means that pupils do not achieve well enough. **Leaders need to provide training for teachers so that they can implement the school's curriculum consistently well and meet the needs of all pupils.**

Key Priority for Improvement 3

Further strengthen the quality of teaching, learning and assessment so that all groups of pupils make good or better progress by:

Objective 3.1	Further developing high-quality teaching across the school, in line with Cropped Expectations.
Objective 3.2	Organising focussed CPD supports development of high-quality teaching and learning, supporting in raising engagement and ensuring appropriate levels of challenge.
Objective 3.3	Ensuring teachers take ownership of assessment data across the curriculum and use this information effectively as the starting points in planning for pupils next steps in learning.
Objective 3.4	Developing further teachers use of ongoing assessment, adjusting lessons or reshaping future teaching, so it remains appropriately challenging matched to needs for all children (particularly SEND and higher attainers.)
Objective 3.5	Developing the teaching of writing further, ensuring that it contains clear sequence of learning and ensures that children gain full opportunity to apply skills across the curriculum, raising attainment and accelerating progress for all children.
Objective 3.6	Further develop teacher's subject knowledge in maths is further improved, through clear progression documentation; Maths lessons focus on developed opportunities to practise and apply skills, building independence for all children.

Ofsted Key Action (Oct 2021)

Some teachers do not uphold the school's expectations for behaviour. In a few classes, some pupils do not settle to learning and their conduct disturbs the learning of other pupils. **Leaders need to make sure that staff receive training and guidance in managing pupils' behaviour so that they can implement the school's behaviour policy consistently well.**

Key Priority for Improvement 4

Ensure that consistent behavioural expectations are embedded in the school by:

Objective 4.1	Organising, leading, and reviewing bespoke support for teachers to support in effective application of policy, impacting on pupil engagement in learning.
Objective 4.2	Developing Governor's strategic role in reviewing pupil behaviour, and policy into practice, drawing on view of all stakeholders.
Objective 4.3	Reviewing monitoring arrangements, to intervene at earliest point regarding children's behaviours, drawing on expertise of OXSIT Inclusion Team as appropriate.

Ofsted Key Action (Oct 2021)

Many subject leaders are new to role and have not yet evaluated the curriculum or understand how well pupils are building their knowledge over time. This means that subject leaders do not have the information they need to contribute fully to improving the curriculum. **Leaders need to ensure that subject leaders have the training, support and guidance they need to fulfil their roles effectively.**

Key Priority for Improvement 5

Develop middle leader capacity within the school, by:

Objective 5.1	Developing the capacity of middle leaders to secure further improvements in teaching across the school.
Objective 5.2	Developing subject leader knowledge and understanding of their role, accountability for staff development and review of pupil outcomes to further develop provision.
Objective 5.3	Developing opportunities for subject leaders to impact school improvement, through effective CPD, closely aligned to staff needs.
Objective 5.4	Establishing rigorous subject monitoring programme; building subject leader capacity and ensuring that strengths and areas for development, support in improving pupil outcomes.
Objective 5.5	Ensuring that all staff fulfil their responsibilities in relation to the safeguarding of pupils.
Objective 5.6	Ensuring appropriate succession planning for the governing body to allow for continued challenge and the holding to account of the leadership team.