

School Improvement Plan 2021-2022

Target: Ensure all pupils continue to 'catch up' with their progression of skills post pandemic (second year).

Success Criteria:

- High percentage of pupils demonstrate reading skills above their chronological age.
- High percentage of pupils demonstrate high level comprehension skills above their chronological age.
- Increased levels of interest in reading for younger pupils.
- High percentage of pupils demonstrate solid understanding of number and mathematical skills in line with or above their chronological age (in school assessments)
- Increased comparative results between reading age / chronological age recorded in twice yearly 'Salford' reading tests.
- Greater % of pupils achieving 95+ in WNTs (Reading and Maths) (compare 2019).
- Similar or greater % of pupils achieving Outcome 6 in LLC and MN - (compare 2019).
- Greater % of pupils progressing 3 or more NC levels in language by the end of KS2 (compare 2019).

Target: To ensure all pupils make expected or better progress with the development of their maths skills.

Success Criteria:

- Ensure maths is consistently taught to a high standard across all areas of the school
- Effective interventions are used within the school to support the teaching of maths
- LSAs used effectively to support specific groups to develop their maths skills
- Higher percentage of pupils achieving 110+ in both National Numeracy procedural and reasoning tests
- Higher percentage of pupils achieving Outcome 6 and Level 5 in Maths at the end of Yr 2 and Yr 6 or equivalent
- Pupils have a more secure understanding of the basic operations within maths
- Pupils are able to apply their mathematical skills more readily across the curriculum
- Pupils are able to explain their mathematical knowledge and procedures

Target: To ensure the effective implementation of the ALN Act.

Success Criteria:

- Appropriate pupils are identified for inclusion on the ALN list
- Staff have a good understanding of the changes to ALN provision in line with the ALN Act
- Staff have a good understanding of their responsibility for providing effective support within classes
- Pupils have effective IDPs written and put into practice - written by ALNCo
- IEPs are written for pupils who remain on our 'monitoring' list - written by teaching staff
- Teachers provide effective support for targeted pupils
- Pupils with IDPs and IEPs continue to make expected progress in all data measures
- ALNCo continues to provide appropriate support and advice for class teachers

Target: To further embed the principles of 'Schools as a Learning Organisation'

Success Criteria:

- The school vision is understood and familiar to all relevant stakeholders
- New staff receive induction support
- All teaching staff are given the opportunity to develop their leadership skills
- A programme of CPD is developed for all staff
- INSET sessions are focussed on the school's aims and goals
- Effective triad and collaborative working systems are established/re-established
- An effective research ethos is established within the school

Target: To ensure a good level of staff well-being within the school

Success Criteria:

- Staff feel valued within school
- Staff are clear about systems and processes within the school
- Staff feel they have an appropriate workload
- Staff have appropriate time to meet and achieve deadlines
- A well-being policy sets out our approach to well-being
- The performance management process is a collaborative process that benefits staff and the school
- Staff are able to engage in self-care activities within their working week
- Staff have a space where they feel they can relax and unwind
- Staff feel able to talk about any issues that they might have

Target: To continue to develop our approach to the new curriculum for Wales

Success Criteria:

- Staff have a good understanding of the principles and ethos behind CfW
- Staff are able to use relevant documents when planning learning and teaching experiences
- Staff continue to embrace our approach to the teaching of international studies and language acquisition.
- Staff understand the 12 pedagogical principles and these principles are evident within teaching and learning
- Pupils voice is evident within classrooms
- Pupils are enthused and engaged in their learning
- New curriculum is effectively trialled during the 2021-22 academic year
- New curriculum is evaluated and changes made where necessary

Target: Ensure Effective Early Learning (EEL) takes place within Progression Step 1

Success Criteria:

- Improved levels of involvement in play/learning for PS1 pupils.
- Improved levels of wellbeing for PS1 pupils.
- PS1 Practitioners have improved understanding of observation techniques to ascertain levels of involvement and well-being effectively ·
- PS1 Practitioners apply their learning to their own practice.
- PS1 Practitioners evaluate and share the impact of the project on their own learning, teaching/planning and pupils using the Kirkpatrick model across PS2 and PS3