



FORSBROOK C.E. (C) PRIMARY SCHOOL

SELF EVALUATION

PERSONAL DEVELOPMENT

GRADE
1

"Worship plays a key role in expressing the school's inclusive Christian character and pupils' development." (SIAMS June 2016) A great deal of progress has been made in recent years to develop and establish the children's spiritual identity both individually and as a Christian school, resulting in an Outstanding SIAMS judgement in June 2016. We continue to harness children's spiritual, moral, social and cultural development through daily collective worship, regular visitors from our local church of St Peter's, PSHE lessons, performances and special days such as prayer labyrinth.

Our school ethos is based upon the core Christian values of Love, Hope, Peace and Joy. These values are understood by our whole community and are central to our attitude towards other people. We believe this impacts on the children's relationships with one another both now and into the future. Healthy relationships are also promoted through our 'HeartSmart' curriculum.

We promote equality of opportunity and diversity through our inclusive culture and through the fair treatment of all. Children are encouraged to develop to their full potential through the extensive opportunities that are offered in all areas and we ensure that all pupils have equal access to all areas of the curriculum, including our extended curriculum.

All children take part in worship and reflect respectfully as others pray. They are encouraged to make their spirituality personal with regular opportunities to lead prayer. This has been particularly important to develop in our pupils a growing understanding of other cultures within our school and our society.

The school environment makes a significant contribution to the spiritual development of our pupils as it offers many opportunities for awe and wonder and reflection.

The School Council effectively encourage everyone to think carefully about what needs to be done to improve their school, clearly demonstrating mature citizenship alongside empathy for the needs of others. The children are involved in the running of their school and take this responsibility seriously.

We actively promote British Values as they are central to promoting positive attitudes to all members of our society. The children have a good awareness of the world beyond our school and the different cultures that exist. Our children show care and consideration for the natural world, for one another and for other people less fortunate than themselves. We contribute significantly to charities and we consistently demonstrate 'eco-friendly' attitudes and promote this through our PD (personal development) curriculum.

We use sports premium funding extremely well to promote children's physical health. We provide morning boot camp sessions and daily lunchtime activities, which are led by our trained sports leaders,

and we go above and beyond in the sporting opportunities that we provide for our pupils through our extended curriculum. We support and promote a healthy mind through our 'MindKind' curriculum, which builds resilience and independence as well as developing pupils' strength of character. Vulnerable children who need additional support attend weekly nurture group sessions, which are currently being further developed to ensure that pupils are well supported in dealing with emotions and trauma. The school's SENCO is in the process of receiving the relevant training to develop this.

We provide opportunities for children that go beyond expectation and that promote independence, resilience and confidence as well as encouraging pupils to make a positive contribution to society and strengthen pupils' talents. These include:

- the opportunity for children to attend a wide variety of extra-curricular activities throughout the year to develop a range of skills.
- residential experiences from Years 3-6, including Stanley Head, York, London and Wales.
- extra-curricular sports coaches to develop children's sporting confidence and to provide opportunities for children to experience alternative sports.
- peripatetic music tuition for all children from Year 3. We offer a wide range of instruments, including brass, woodwind and strings.
- the experience of participating in drama performances for all children on an annual basis.
- experiences in the arts whereby children are able to perform to wider audiences, including projects with the RSC, the Royal Ballet Company and a weekly drama class.
- engineering opportunities, including The KMF Goblin car project and projects linked with the JCB academy.
- STEM projects which build aspiration and determination as well as connecting fundamental elements of learning.
- charity projects, which are often led by our school council
- the opportunity for year 4 children to become first aiders, who are trained by St John's ambulance, and take responsibility for advising their peers during break times and lunchtimes.

The many additional opportunities that we provide for our children was noted in our most recent OFSTED: *"The curriculum is broad and balanced and offers a variety of learning experiences which interest and engage pupils."* (Ofsted 2016)

LEADERSHIP & MANAGEMENT

GRADE
1

Capacity for sustained improvement is excellent as the leadership team and all staff are committed to the school's shared vision to provide pupils with the very best experiences that a primary school can offer. This vision is shared by all members of the school community. Clear action plans support the School Development Plan and are monitored regularly by staff at all levels. This information is also shared with parents and governors via the school website.

Leaders model good practice & work effectively to monitor, improve & support teaching, encouraging the enthusiasm of staff & channelling their efforts & skills to good effect. As a result, teaching across the school is at least good, with much that is outstanding.

Performance Management: Robust systems promote the improvement of individual performance and impact positively upon staff's professional development. SLT recognise the importance of CPD and staff are encouraged to seek opportunities to better their practice and wider responsibilities, both in-school and externally. Targets set for children are aspirational; therefore expected standards are high.

Monitoring of subjects: Senior leaders and middle leaders drive forward the improvement of their own subject through whole staff training and peer to peer support. This academic year sees the introduction of 'Deep Dives', which gather information to inform the evaluation cycle and help leaders at all levels to better understand their subjects and plan for next steps. Leaders are outward facing in their approach; they seek best practice and draw upon educational research to inform decisions about whole school improvement. This year, leaders are developing working groups with local schools to share good practice and drive forward improvements for the benefit of all children in our locality. Rigorous monitoring ensures that new initiatives are embedded and impact is measured. Leaders engage in NPQML, NPQSL and Mastery Programmes to support the development of their subject.

Pupil Progress (termly reviews): Reviews enable all staff in collaboration with SLT: to set aspirational targets; to monitor individual pupil's performance and progress; to carefully place intervention where necessary. As a result of termly reviews and recent changes in timetabling, interventions are having a greater impact, pupils with SEND are receiving intervention earlier and particular groups of pupils are making good progress year on year.

Review days: SLT have developed systems for observation and carry out review days annually to monitor the individual performance of staff. Impact: SLT and staff fully informed about staff's

strengths and areas for development; relevant CPD placed to support action points (time is given to seek out necessary development); fairer and more accurate judgements gained by triangulating evidence; action points make success criteria for PM targets personalised to promote improvement in practice.

The school has positive relationships with all groups of parents and carers, including those who may be difficult to reach. The school communicates effectively with parents/carers through regular meetings, home/school link books, annual reports; regular newsletters; school website; email/text service, social media. Impact: relationships are open and trusting; all stakeholders hold a shared expectation of standards; parents are equipped to support their children's learning at home; parents/carers feel fully informed about their child's development and the day-to-day running of the school. This year, we aim to invite parents to curriculum based workshops to further improve home/school links.

Parents and carers have recently (summer 2018) been consulted using a parent questionnaire. This has provided invaluable feedback to the school which supports our strategic planning for future developments.

Effective governance: Governors make regular visits to the school to stay informed and to provide support in the school's development. Self-assessment of governor skills has ensured correct appointment of new governors and appropriate CPD. Governors challenge SLT and formulate questions, which hold the school to account (*see governor minutes*). Governors continuously monitor the impact of school procedures and systems and school spending. Through highly effective, rigorous planning and controls, governors ensure financial stability.

The school takes it safeguarding responsibilities extremely seriously. There are effective systems in place for safeguarding; policies are continually monitored and updated according to new guidance.

School leaders and governors take steps, where possible, to reduce workload and ensure that staff feel valued and positive about the work they undertake. Relationships between staff at all levels are positive and we create a nurturing environment where staff feel supported and able to thrive. Our staff well-being policy and other HR policies are evaluated and updated annually and highlight the measures that the school takes to protect staff from bullying and harassment and promote good mental health.

SCHOOL CONTEXT

September 2019

Forsbrook CE (C) Primary School: is a single form entry school organised into single aged classes. In September 2017, the school admitted 50 children, making the current reception cohort double form, making 8 classes across the school. The school includes a voluntary governor managed nursery registered as Forsbrook Nursery and Child Care. We admit children from 0 – 11 years of age and offer extended provision, term time only from 7.30-6pm. The school day starts at 8.45am and ends at 3.15pm.

The school, highly regarded in the local community, provides a caring and stable environment for its pupils and is continually striving to further enhance its ethos which is underpinned by Christian values, reflecting our Controlled Church of England status. Collective Worship is planned on a daily basis, which is further supported by our Foundation Governors and Church Youth Worker, who regularly lead whole school assemblies. The large majority of our pupils are Christian and we have excellent links with our local churches, St Peter's and Forsbrook Methodist church.

NUMBERS ON ROLL

YEAR	GIRLS	BOYS	TOTAL
REC	20	11	31
Y1	13	17	30
Y2 SS	10	15	25
Y2 RC	10	15	25
Y3	14	17	31
Y4	16	15	31
Y5	14	18	32
Y6	11	20	31
TOTAL			236

A large proportion of our children entering Reception enter from Forsbrook Nursery. Forsbrook Nursery, in recent years, has expanded to three rooms, catering for 0 to 4 year olds, and under this new structure, was judged as 'Outstanding' in our most recent OFSTED inspection (Sept 2019).

GROUPS

Boy: Girl ratio = 118: 118

% of PP pupils = 10% (sig < national avg)

% of SEND pupils = 10% (< national avg)

% of EAL pupils = 0.8% (sig < national avg)

Mobility - One or two children leave or join the school each year

PUPIL PREMIUM & DEPRIVATION

% of Pupil Premium pupils = 10%
The school draws its pupils mainly from the immediate area; however there are some pupils who attend from the neighbouring authority of Stoke-on-Trent. Therefore, the school caters for a wider spectrum of pupils from diverse backgrounds and families. (*For impact of PP spending, see website*)

EXTENDED SERVICES

As an extended school, we offer before and after school care and nursery provision.

Our school site is shared with the high school and we are also part of a strong pyramid of six primary schools whose leaders meet twice every term to network. We hold regular cluster meetings, which involve all teaching staff. This enables us to moderate outcomes across the partnership and share best practise in our ambition to provide the best education for all children in our local community.

AS A RESULT OF ISSUES IN OUR CONTEXT WE:

- work hard to develop pupil's personal qualities to create hardworking, caring and confident individuals.
- endeavour to promote respect for other faiths and broaden awareness of other cultures to effectively prepare pupils for life in a multicultural world.
- strive to ensure that the small proportion of children eligible for FSM and those with SEND do not feel marginalised and have access to the same opportunities as their peers.
- Build resilience and independence in our school through all three areas of our curriculum

QUALITY OF EDUCATION - INTENT, IMPLEMENTATION & IMPACT					GRADE 2		BEHAVIOUR & ATTITUDES					GRADE 1																																																																																														
<p>INTENT Senior leaders have worked closely with staff to create a firm and common understanding of our school's curriculum intent. Our curriculum is split into three main areas: 1) What do we want our children to know? (<i>Subject-specific</i>) 2) Who do we want our children to be? (<i>Personal Development</i>) 3) What do we want our children to experience? (<i>Extended curriculum</i>) Each area has its own vision and 'end' goal; this drives our strategic thinking and our daily practice.</p> <p>All staff take responsibility for their own subject area. They set the vision and direction for their subject and they support others in ensuring that pupils are making progress in their subject. Carefully designed curriculum maps ensure appropriate coverage and content as well as creating a clear progression, so that learning is split into manageable steps . For the majority of subjects, curriculum maps clearly state the subject's intent so that all planning is sequenced towards an end point. Where this is not the case, subjects leaders are working alongside senior leaders to ensure that this is a priority for whole school improvement. Our curriculum is timetabled to allow for breadth, as well as supporting pupils to address gaps in learning. Most subjects are taught through a 'creative curriculum' and connections between subjects are made where possible. Where subjects are skills based, for example music, this is often taught as a stand alone lesson so that the necessary skills are taught and practised before they are applied across the curriculum, allowing for 'deeper learning'. We ensure that all pupils have access to a full curriculum, including our extended curriculum, and we promote ambition through our school values and our PD (personal development) curriculum. This includes developing resilience, facing fears and stepping out of our comfort zones to aim high. Our extended curriculum offers a platform for pupils to gain cultural capital as well as creating opportunities for pupils to develop their own interests and talents.</p> <p>IMPLEMENTATION Teachers have excellent subject knowledge in core subjects, particularly maths and English, and in these areas, excellent pedagogy leads to effective understanding. Learning is pitched and differentiated appropriately, supporting and extending pupils where appropriate, and high expectations are set for all. This is demonstrated through the excellent outcomes at the end of Key Stage Two. In order to ensure that all subjects are delivered to the same excellent standard, subject leaders carry out 'deep dives' of subjects to place appropriate support for staff in delivering more specialist subjects like music, art and humanities. Subject leaders view themselves as leaders of learning and create action plans to support the development of their subject. Through action planning, subject leaders plan for staff and curriculum development and monitor and evaluate this regularly to assess impact. Developments may be linked to individual performance management or may be whole school priorities. Where there are natural links between subjects, these are grouped together</p>					<p>IMPACT At the end of KS2, a large majority of pupils leave the school having achieved the expected standard for reading, writing and maths and around a third leave the school having achieved a 'Greater Depth' (Although this figure is significantly higher for reading, maths and SPAG.)</p> <p>The school's three-year average for the</p> <table><tr><th rowspan="2"></th><th colspan="2">FORSBROOK % at Expected Standard</th><th>NATIONAL % at Expected Standard</th><th colspan="2">FORSBROOK % at Greater Depth</th><th>NATIONAL % at Greater Depth</th></tr><tr><th>2018</th><th>2019</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th></tr><tr><td>Reading</td><td>73%</td><td>79%</td><td>73%</td><td>17%</td><td>41%</td><td>28%</td></tr><tr><td>Writing</td><td>80%</td><td>86%</td><td>78%</td><td>20%</td><td>28%</td><td>20%</td></tr><tr><td>Maths</td><td>77%</td><td>90%</td><td>75%</td><td>23%</td><td>31%</td><td>24%</td></tr><tr><td>SPAG</td><td>90%</td><td>90%</td><td>78%</td><td>37%</td><td>55%</td><td>31%</td></tr><tr><td>RWM Combined</td><td>63%</td><td>72%</td><td>65%</td><td>10%</td><td>21%</td><td>10%</td></tr></table> <p>percentage of pupils achieving both the expected standard and a high standard in reading, writing and maths is greater than the national average (around 7%). Progress scores over the last three years show a positive picture overall for progress and indicate that children make at least average progress in-line with other children nationally with similar starting points, including disadvantaged children (Reading (0.25), Writing (-0.15), Maths (1.75)). We are proud of the progress that children make in reading, writing and maths whilst maintaining a broad and balanced curriculum.</p> <p>Pupils make good progress relative to their starting points in Reception, which are broadly average. Outcomes at the end of KS1 are good and at least in-line with National. The number of children achieving a 'Greater Depth' in 2018/19 was significantly less than the previous year and continues to be predicted at around a quarter of the cohort. This is due to an increased understanding of the 'depth' required to make a GD judgement and gives a more accurate picture.</p> <table><tr><th rowspan="2"></th><th colspan="2">FORSBROOK % at Expected Standard</th><th>NATIONAL % at Expected Standard</th><th colspan="2">FORSBROOK % at Greater Depth</th><th>NATIONAL % at Greater Depth</th></tr><tr><th>2018</th><th>2019</th><th>2018</th><th>2018</th><th>2019</th><th>2018</th></tr><tr><td>Reading</td><td>77%</td><td>76%</td><td>75%</td><td>37%</td><td>28%</td><td>26%</td></tr><tr><td>Writing</td><td>73%</td><td>72%</td><td>70%</td><td>30%</td><td>17%</td><td>16%</td></tr><tr><td>Maths</td><td>80%</td><td>72%</td><td>76%</td><td>30%</td><td>21%</td><td>22%</td></tr></table> <p>By the end of Y1, around 86% of pupils achieve the expected standard in phonics. By the end of Y2, almost all children have passed the phonics screening check, with the exception of children who have significant additional needs or a subject to an EHCP. Children who are assessed with gaps in phonic knowledge are tracked closely and receive additional intervention either one to one or small group to close the gap in lower KS2.</p> <p>Children are passionate about reading and can speak confidently about the books that they read. Pupils read to a high standard and skills are regularly practiced and deepened across the curriculum. The school is passionate about promoting a love of</p>						FORSBROOK % at Expected Standard		NATIONAL % at Expected Standard	FORSBROOK % at Greater Depth		NATIONAL % at Greater Depth	2018	2019	2019	2018	2019	2018	Reading	73%	79%	73%	17%	41%	28%	Writing	80%	86%	78%	20%	28%	20%	Maths	77%	90%	75%	23%	31%	24%	SPAG	90%	90%	78%	37%	55%	31%	RWM Combined	63%	72%	65%	10%	21%	10%		FORSBROOK % at Expected Standard		NATIONAL % at Expected Standard	FORSBROOK % at Greater Depth		NATIONAL % at Greater Depth	2018	2019	2018	2018	2019	2018	Reading	77%	76%	75%	37%	28%	26%	Writing	73%	72%	70%	30%	17%	16%	Maths	80%	72%	76%	30%	21%	22%	<p>reading and provides incentives to encourage children to read regularly and widely. Our daily 'Drop Everything and Read' time encourages children to read for pleasure and our carefully monitored reading schemes ensure that children are reading at an age-appropriate level.</p> <p>Most children in receipt of pupil premium funding achieve the expected standard or better by the end of Key Stage 2 due to the high quality teaching they receive and well matched intervention and support. Where children do not meet the expected standard, in most cases average progress is made from starting points.</p> <p>The introduction of a rigorous assessment and tracking system has ensured that the majority of pupils continue to leave school at the national expected standard and a high proportion of pupils continue to surpass the expected standard. Data collection points throughout the school year allow teachers to analyse performance and plan next steps in learning to ensure maximum progress is made year on year.</p> <p>Pupils achieve well across the school and their basic literacy and numeracy skills are excellent. This prepares them well for the next stage in their education and provides a strong foundation for their future. There is a small group of pupils in each cohort who are achieving slightly below the expected standard. Significant steps are been taken to narrow this gap, including staff CPD and improvements to intervention structure and delivery.</p> <p>Children speak enthusiastically and knowledgeably about their learning. Through the development of a broad, balanced curriculum, pupils apply their basic skills across many areas of school life and are given opportunities to think independently, use initiative and work collaboratively with others. Through the effective delivery of personal, social and emotional education, children are given many opportunities to develop their self-esteem, confidence and emotional intelligence. This is delivered through our 'HeartSmart' programme and embedded across the curriculum.</p> <p>The breadth of opportunities offered by the school enables all pupils to access a wide range of enrichment experiences; this includes sport, music and the arts. Children are encouraged to perform at the highest level in each of these areas and endeavours are made to access opportunities outside of school to develop their skills further. All of our children's achievements are celebrated.</p>					<p>All pupils behave extremely well in school and behaviour for learning makes a strong contribution to excellent progress in lessons. Disruptions are limited and SEN children, with specific behavioural needs, are supported exceptionally well by well-trained staff and rigorous individual plans.</p> <p>All pupils respond positively to our well established 'good to be green' behaviour management system, which is adhered to consistently by all staff, to promote good behaviour and attitudes. Our new electronic behaviour recording system works well to create a consistent approach and allows regular analysis to identify issues early. Our behaviour system is underpinned by our four core Christian values of 'Love, Hope, Peace & Joy' and our school values of 'positivity, mutual respect, collective responsibly and courage & determination'. This is a common language across the whole school and heavily supports our behaviour and anti -bullying policy.</p> <p>Positive relationships and high expectations impact upon pupils' attitudes and conduct around school, which is exemplary. Children are welcoming and consistently positive. Parents and visitors comment very favourably on the good manners and behaviour of all pupils. We are working hard to build resilience in our children and apply this skill to all areas of the curriculum. Children take great pride in their achievements and these are celebrated regularly through whole class assemblies.</p> <p>Behaviour towards others is excellent. There have been no reports of racist incidents or bullying in the last two academic years, as the school operates a zero tolerance policy on bullying. Collective worship and PSHE lessons are carefully planned with a focus on the building of successful relationships, where children explore the ides of becoming a powerful person who is 'HeartSmart' and 'MindKind'.</p> <p>Pupils feel safe at school. They understand clearly what constitutes unsafe situations & how to keep themselves safe.</p>					<p>Road, Rail and Water Safety are key elements of our PSHE programme as they present a risk within our locality. Pupils from Reception to Year 6 attend weekly swimming lessons at our local pool for one term per year.</p> <p>Online safety is revisited regularly by all classes and continues to be a priority within the school as technology advances and social media becomes more and more prevalent. The school participates in national initiatives to ensure the profile of online safety remains high and we work hard to cascade key messages to parents through parental engagement.</p> <p>Good attendance is rewarded on a weekly basis at our celebration assembly and at the end of each year the class with the best attendance receives a reward. Individuals with 100% attendance are listed on the end of term newsletter and these children are also rewarded with a voucher at the end of the academic year. As a result of these initiatives, attendance is outstanding at 96.8% and is above the LA and National average.</p> <p>There are robust systems in place for the safeguarding of children and young people. Child Protection Procedures are adhered to by all staff. The named governor for safeguarding brings a wealth of skills and experience to this role. All safeguarding practices are followed in accordance with local and national guidance. Lead professionals for Safeguarding work in close partnership with multi-agency teams as necessary.</p> <p>We identify and celebrate commonalities through shared events such as music concerts, sports events and extra-curricular clubs. In addition, we value difference and nurture this by providing children with opportunities to experience life from a different perspective and building empathy for others. For example, we engage pupils in awareness days such as autism awareness and world faith day and regularly expose pupils to British sign language.</p>				
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					<p><i>"There is an expectation of excellence in the early years provision."</i> (<i>Ofsted May, 2016</i>) .The SLT are passionate about EYFS and are keen to share expertise and good practice. Staff in the early years have received excellent CPD and they are committed to improving outcomes for all children.</p> <p>83% of pupils in the EYFS achieve a good level of development which is above the national and an increase from last year. The achievement for boys and girls is roughly inline with no significant gap. SEND/vulnerable children make good progress and achieve the best possible outcomes according to their starting points.</p> <p>The quality of teaching is outstanding and staff provide a rich learning experience which builds upon children's existing knowledge and interests. Our EYFS curriculum is ambitious and promotes children's emotional security and development of character. Reading is a priority in Early Years. It is taught effectively through daily 'letters and sounds' phonics sessions and tracked through our Oxford Reading Tree system. Children are also read to regularly by staff and mystery readers to develop a love of reading.</p> <p>Children enjoy a broad and varied curriculum covering all areas of the EYFS both within the classroom and in our outside area. There is a sharp focus on vocabulary and effective communication, which is further promoted and</p>					<p>practiced in continuous provision activities and in the extended curriculum.</p> <p>Due to the range of activities and opportunities offered in our Early Years provision, children demonstrate a high level and curiosity and concentration and it is clear that children enjoy coming to school, are highly motivated and join in eagerly with activities.</p> <p>The accurate use of assessment and strong partnerships at transition ensures that children are able to thrive in their new learning environment as they are happy, safe and secure. All staff are effective in using the 2 Simple programme to assess and develop learning. Our newly developed tracking system ensures early identification of additional need and subsequent intervention is placed ensuring that all children make good or better progress. This also ensures smooth transition in learning and progress from one phase of EYs to the next. As a result, SEND children are provided with an ambitious curriculum, which is planned meticulously to match their needs, and children are equipped with the personal, physical and social skills for the next stage in their education.</p> <p>Partnership with parents and other professionals is a significant strength of our early years. Staff use the 2simple programme to communicate achievements and progress to parents.</p>																																																																																																

MAIN SCHOOL IMPROVEMENT PRIORITIES FOR 2019/20

PRIORITY 1

To develop and improve practice across the broader curriculum to ensure that ALL areas of our curriculum are covered effectively with the correct coverage and progression.

PRIORITY 2

To develop a bespoke curriculum for personal development and well-being, using up-to-date legislation and guidance, which links to other areas of the curriculum and provides a strong foundation for our children and fully prepares them for the next stage of their education.

PRIORITY 3

To develop a more rigorous system for reading whereby children can read age-appropriate books through to Year 6 and progress can be tracked more closely and interventions placed earlier.

ONGOING SCHOOL IMPROVEMENT PRIORITIES

To improve standards in writing so that a greater number of children achieve the expected standard and greater depth across the school

To raise standards in Maths through further developing a Maths Mastery Curriculum.

To implement and develop a STEM curriculum which provides a multi-disciplinary, applied approach to science, technology and maths

To further develop the Christian distinctiveness of the school including governance, monitoring and evaluation, collective worship and a deeper understanding of other world faiths

Continue to provide a broad variety of opportunities in P.E and school sport to ensure that the focus on physical well-being remains a high priority

To develop and embed 'Arts Award' as an enrichment opportunity for our children and the local community