



School Development 2021-22

Key Priorities

To further develop and implement development of pedagogy such that a greater proportion of Teaching and learning is Outstanding

To restore combined Expected+ and GLD to pre-Covid levels

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To further develop the curriculum to meet the needs of all children.

To further develop the children's understanding of bullying and discrimination, to include development of an anti-racist charter



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To further develop and implement development of pedagogy such that a greater proportion of Teaching and Learning is Outstanding

Develop the staffing structure such that capacity for coaching, sharing of expertise etc is greater

Review T&L Policy to reference evidence based best practice re retention of knowledge and skills

Progress use of digital/blended learning to the 'next level'

Rationale: At Summer 2021 Standards Report, 57% of T&L deemed Outstanding.

There is a small pocket of Teaching which sometimes is deemed Requires Improvement.

Rationale: Ongoing need for DHTs to support with cover and other operational responsibilities leaves capacity at less than optimum

Rationale: Progress made on the implementation of learning fundamentals, including Rosenshine's Principals was interrupted by the Covid-19 pandemic.

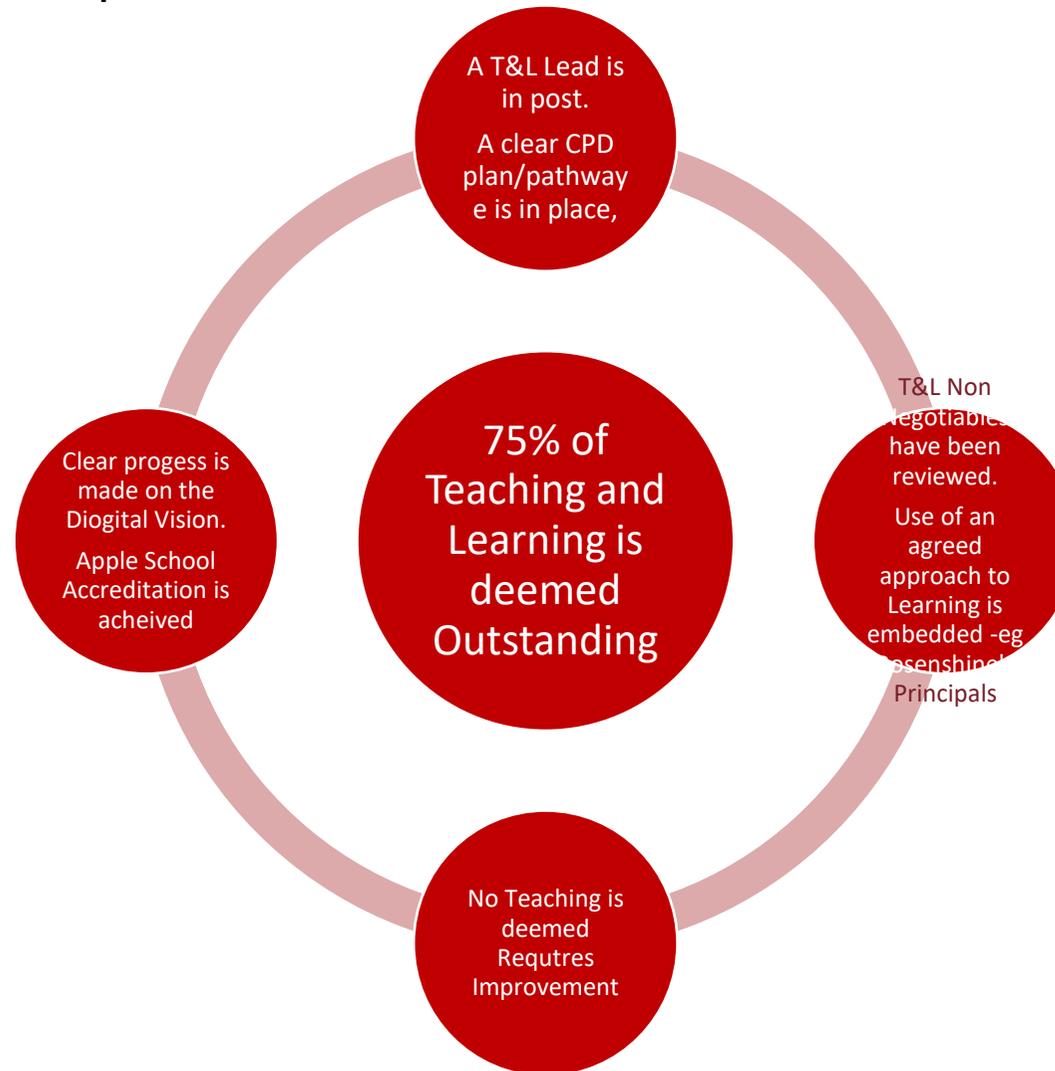
Teaching and Learning 'Non-Negotiables' were not reviewed in 2020-21

Rationale: The Digital Lead has identified a pathway to the highest levels of integration.

Progress towards Apple School Accreditation 'stalled' in Summer 2021

Use of digital technology to support progress of pupils with SEND is an area to develop.

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To restore combined Expected+ and GLD to pre-Covid levels

Identify and provide personalised intervention for pupils meeting+/GD in 2 subjects

Rationale: At Summer 2021 individual subject outcomes are higher than pre-Covid. Combined Expected+ and GLD are lower than before the pandemic

Rationale: Individual subject levels are significantly higher than the combined data. A significant proportion of pupils must be meeting/GD in 2 of 3.

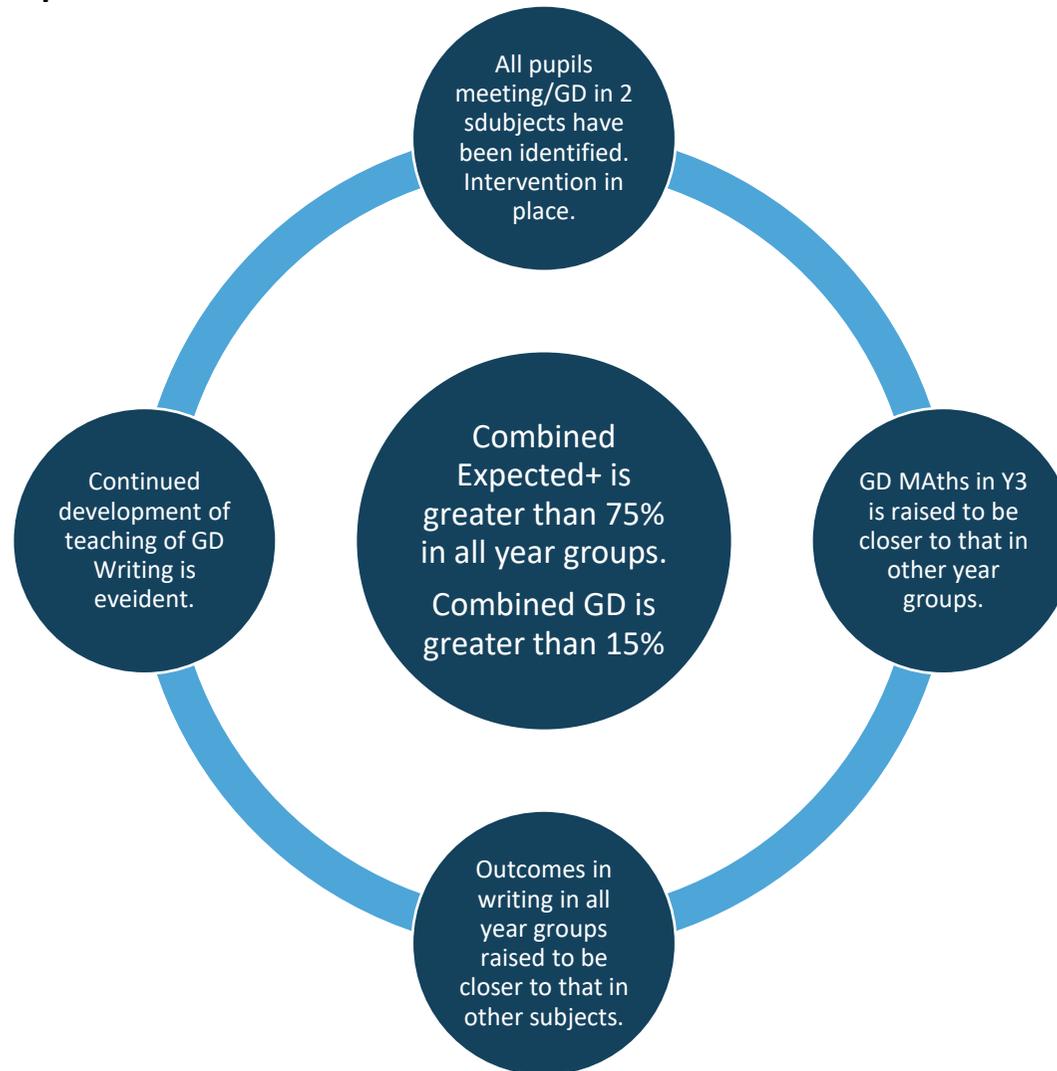
Continue strong focus on T&L of Writing at Greater Depth

Rationale: Good progress in GD Writing in 2020-21, given the Covid-19 disruption, but GD Writing in most year groups remains significantly lower than in other subjects.

GD Maths in Y3 is a focus

Rationale: GD Maths in Y2 at end of 2021 is not in line with a) other subjects and b) other year groups.

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To further develop the curriculum to meet the needs of children

Rationale: Whilst progress with the curriculum has been strong and well recognised as such, there is further room to :

- a) develop children's understanding of rights
- b) restore social and community action to pre-Covid levels
- c) support the progress of the Disadvantaged and other vulnerable groups

To further develop the curriculum to link with the Declaration of Human Rights and the Rights of Children To include gaining the Unicef Rights Respecting Schools Accreditation

Rationale: The DHR and RoC, along with the accreditation, contribute positively to a) development of children's understanding and values and b) themes in the Ofsted Inspection Framework re Quality of Education.

Restore the quality and impact of social action to pre-Covid-19 levels

Rationale: For a number of year groups, the Covid-19 pandemic limited what could be achieved re social action and community involvement.

Review the curriculum implementation and impact for vulnerable groups.

Rationale: Whilst the curriculum was specifically designed to be relevant and supportive of vulnerable groups, it has not been evaluated for impact on:

- a) pupils with SEND
- b) Disadvantaged pupils, eg in receipt of Pupil Premium

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To further develop the children's understanding of bullying and discrimination, to include development of an anti-racist charter

Review and clarify the school's Anti-Bullying Charter with pupils and staff

Rationale: Whilst bullying remains extremely rare, children's survey responses in Summer 2021 suggest a small but significant number do not understand what bullying is and/or how it should be reported.

Rationale: Some pupils:

- a) do not understand the difference between bullying and disagreement
- b) do not know or feel confident to report problems

In some instances, staff responses are not felt supportive.

To develop an Anti-Racism Charter

Rationale: Racist incidents remain extremely rare, but they are difficult to manage because:

- a) almost all children understand and recognise racist behaviour, some cannot confidently differentiate it from non-racist
- b) there remains work to be done around acceptable language and management of incidents.

To identify and further develop support for children experiencing or feeling at risk of discrimination

Rationale: A small number of children with protected characteristics, some around gender and/or sexual identity, report (Summer 2021 survey) feeling vulnerable and unhappy.

Occasional use of homophobic language as a derogatory/negative comment still exists in small pockets.

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