

Scole CE VC Primary School - School Improvement & Development Plan

Objective 1: Curriculum Development (Maths) – Review the maths curriculum so knowledge and understanding builds over time.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
1.1 Current maths curriculum to be reviewed and skills mapped to show progression across year groups. All gaps identified and addressed. Mapping shared with teachers.	500	RS	Jan 22 - Maths curriculum fully mapped with any gaps identified. – Mar 22 – Strategies which develop mathematical mastery have been shared with staff. Opportunities for problem solving and investigations identified	Maths curriculum is mapped and shows progression in content and skills over KS1 and KS2 Opportunities for investigations and problem solving activities form a structured and integral part of maths teaching	March 2022
1.2 Work with teachers to identify opportunities for mastery in mathematics to be developed across all year groups, including problem solving activities and investigations.					
1.3 Share maths curriculum with parents on school website					
1.4 Examine and evaluate published maths schemes of work that are successfully used in other similar primary schools. Ensure any curriculum developments in maths are in line with transition to St Benet's MAT.					

Objective 2: Curriculum Development (English) - Review the English curriculum so knowledge and understanding builds over time.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
2.1 Review the current English curriculum to identify areas for development.		JB	Jan 22 – Teaching of Reading Policy shared with staff Jan 22 – Consistent approach to teaching of phonics established	English curriculum is mapped and shows progression in skills over KS1 and KS2 There is a consistent approach to the teaching of English, including reading, phonics and spelling across the school. This is	July 2022
2.2 Develop a consistent approach to the teaching of reading across the school. Write a policy document/guidance for use by staff. Share with staff.					
2.3 Develop the quality and consistency of phonics teaching across EYFS and KS1. Investigate the purchase of a validated systematic synthetic phonics programme.					

2.4 Review how spelling is taught across KS1 and KS2. Ensure all staff are clear on the approach. Communicate the approach to parents.			Feb 22 – English curriculum mapped showing progression in reading and writing skills	evidenced by work in pupils books and observations of learning across the school.	
2.5 Map the English curriculum so that progression in reading and writing (including grammar and spelling) are clear, and that all teachers understanding where and when particular skills are taught	500		March 22 - SL monitoring completed and staff feedback given.		
2.6 Review effectiveness of changes to teaching of reading. Staff meeting discussion to follow			May 22 – Review teaching of reading		
2.7 Review effectiveness of changes to teaching of spelling. Staff meeting discussion to follow.			May 22 – Review writing through a book look		
2.8 Review effectiveness of mapping of English curriculum (including grammar and spelling) through book look	250		Jul 22 – Review teaching of phonics		
2.9 Monitor and Review effectiveness of mapping of English curriculum. Staff meeting discussion to follow			Jul 22 – Review effectiveness of teaching of spelling and grammar through book look.		

Objective 3: Curriculum Development (Foundation subjects and Science) - Review the Dimensions curriculum to ensure coverage ensures knowledge and understanding builds over time in each national curriculum subject.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
3.1 Review the current ‘Dimensions’ scheme and how effective this is in delivering the national curriculum.		MW	Feb 22 – A curriculum map for Science is produced and shared with staff	The School’s curriculum for Foundation Subjects and Science provides the coverage required by the national curriculum	July2022
3.2 Map themes to be covered by ‘Dimensions’ curriculum across the school.					
3.3 Map the progression of skills and knowledge in Science across KS1 and KS2.					

3.4 Map the progression of skills and knowledge in History across KS1 and KS2.			Feb 22 – A curriculum map for History is produced and shared with staff	<p>The School’s curriculum for Foundation Subjects and Science is mapped and shows clearly how and when themes are taught and how knowledge builds, and skills develop over time.</p> <p>Monitoring shows how knowledge is layered as a child progresses through the school and identifies if there are areas for future development as part of the curriculum review cycle.</p>	
3.5 Map the progression of skills and knowledge in Geography across KS1 and KS2.			Feb 22 – A curriculum map for Geography is produced and shared with staff		
3.6 Map the progression of skills and knowledge in Music across KS1 and KS2.			Apr 22 – A curriculum map for Music is produced and shared with staff		
3.7 Map the progression of skills and knowledge in Art across KS1 and KS2.			Apr 22 – A curriculum map for Art is produced and shared with staff		
3.8 Map the progression of skills and knowledge in Computing across KS1 and KS2.			Apr 22 – A curriculum map for Computing is produced and shared with staff		
3.9 Review and outline planning in PE so that skills are mapped.			May 22 – A curriculum map for PE is produced and shared with staff		
3.10 Review and outline planning in Design/Technology so that skills are mapped.			May 22 – A curriculum map for RSE is produced and shared with staff		
3.11 Review and outline planning in RSE so that skills are mapped.			May 22 – A curriculum map for RE is produced and shared with staff		
3.12 Review and outline planning in RE so that skills are mapped and in line with the Norfolk Agreed Syllabus			May 22 – A curriculum map for Design/Technology is produced and shared with staff		
3.13 Review and outline planning in MFL so that skills are mapped.					
3.14 All curriculum mapping of themes, knowledge and skills are uploaded to the school website after completion.					
3.15 Monitor how learning in the classroom aligns with curriculum development in foundation subjects – LO/HT learning walks, pupil voice, book look.					

			July 22 – A curriculum map for MFL is produced and shared with staff		
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Objective 4: Develop Subject Leadership.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
4.1 Establish the role of subject leader. Ensure there is a clear understanding of the role. Job description introduced. Appropriate professional development needs identified.		MW	Dec 21 – Subject Leadership role clear – job description issued	All subjects are led by as member of staff. Teachers understand the role and responsibilities of subject leadership. Subject development plans feed into the SIDP	July2022
4.2 Appropriate CPD identified to support the development of the role. Teachers provided with the opportunity of observing good practice by working alongside an experienced and effective subject leader in a small school setting.			Mar 22 – RS has had the opportunity of working alongside an experienced subject leader from another school.		
4.3 Subject leaders access respective subject hubs.			Apr 22 – Development plans for English and maths produced		
4.4 Subject leaders understand the audit, plan, review cycle and plans are produced for each subject.			Dec 22 – Development plans in place for all subjects		
4.5 Subject leaders are provided with sufficient time to be able to monitor their subjects effectively.	500				

Objective 5: Improve the consistency of teaching and learning.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
5.1 Headteacher and LA Lead Officer to monitor quality of teaching and learning through half termly learning walks		MW			

and book looks. Each teacher has clearly identified areas for development.			Oct 21 – Mentoring programme established for ECT. Mentor given time to work with ECT	Teachers plan, and deliver, lessons that are pitched at the appropriate level for all pupils.	
5.2 Through staff meeting time, teachers understand the practice that results in effective learning. A series of ‘non-negotiables’ are established.			Nov 231 – Pupil asset data is updated and regular teacher assessments are structured in to the year.	Appropriate balance between teacher instruction and independent learning in all classes	
5.3 Early Career Teacher – Support the development of the ECT through a mentoring programme including providing opportunities for observing good practice.			Dec 21 – Teachers have agreed a set of non-negotiables for classroom teaching	Classroom observations and book looks demonstrate that children make appropriate of better progress	
5.4 Improve the consistency of teachers’ summative assessment as it appears on Pupil Asset. Ensure appropriate testing supports this process.			Feb 22 – Pupil Progress meeting have begun and are held following end of term assessments	Records form Pupil Progress meetings show actions in place to support children of concern, to be reviewed termly.	
5.5 Introduce Pupil Progress meetings so that teachers can explain children’s progress and put plans in place to support those whose progress is of concern.					

Objective 6: Ensure school website meets statutory requirements.

Actions	Costs 21/22	Lead	Milestones	Success Criteria	Completion Date
6.1 Review the school website and remove out of date material. Replace as necessary.		MW	Dec 21 –All out of date information removed from website.	School website meets statutory requirements.	July 2022
6.2 Identify key and statutory policies and upload on to website.			Jan 22 - All statutory polices and key information uploaded.	School website contains information for stakeholders including how the curriculum is organised.	
6.3 Identify key information and statutory data and upload to website.			Jul 22 – All curriculum maps uploaded		
6.4 Curriculum maps uploaded to website as they are completed.					
6.5 Replace current website platform with one that is easier to navigate and is visually attractive.					

				New school website platform in place and all information migrated over.	
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