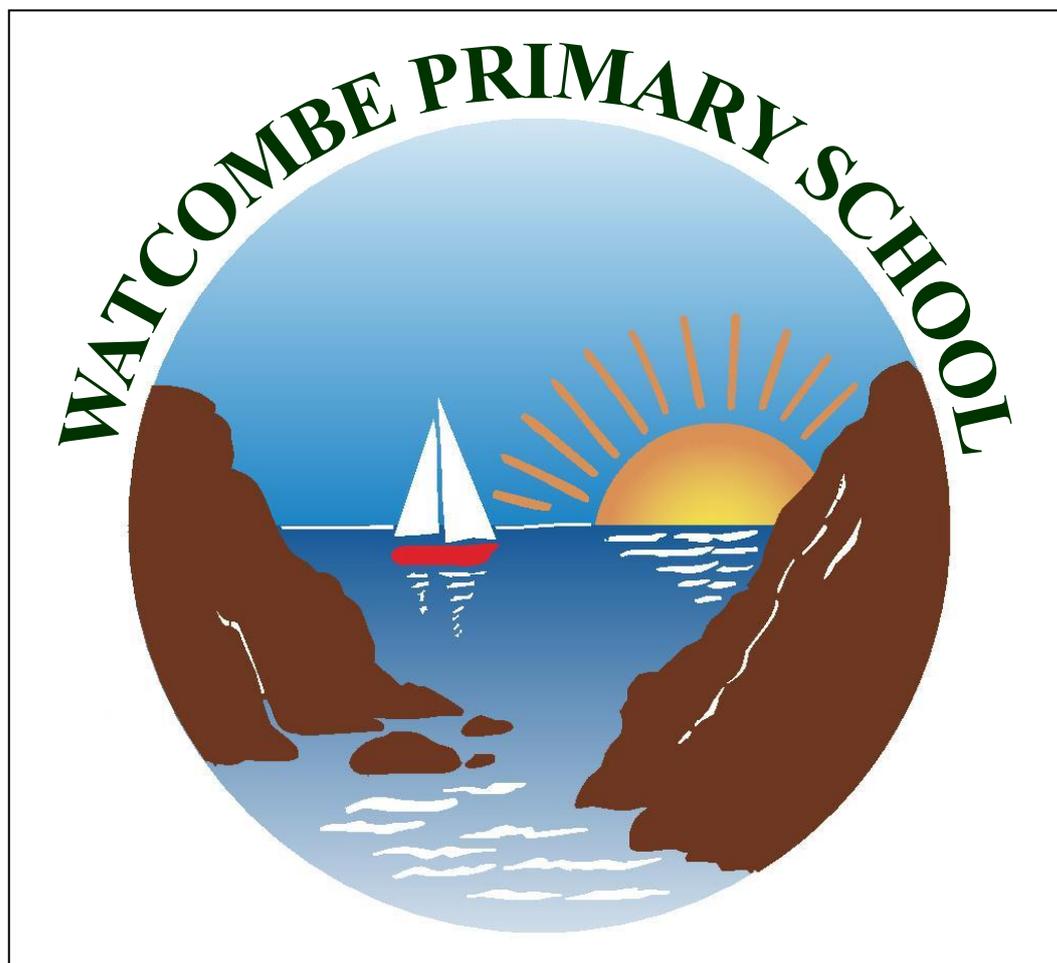


# WATCOMBE PRIMARY SCHOOL



## School Improvement Priorities

2021/2

# Curriculum & Standards

## School Improvement Priorities defined for current year:

### OFSTED 2017:

#### What does the school need to do to improve further?

##### **Improve the quality of teaching, learning and assessment so that:**

- teaching rapidly addresses pupils' misconceptions and builds on pupils' prior understanding to provide challenging activities, in particular for the most able pupils.

##### **Improve leadership and management so that:**

- attendance continues to improve and more groups of pupils match national averages in attendance
- writing activities are tracked closely to ensure that all groups of pupils, particularly disadvantaged pupils and those who have SEN and/or disabilities, make the same strong progress as in other subjects.

#### Closing the Gap for all pupils – missed learning

##### Success criteria:

Identify pupils who are behind their anticipate targets based upon prior attainment in core subject.

Deploy strategies to ensure that pupils are able to receive targeted support ensure they close the gap between their attainment and their anticipated target. This will include:

- Deployment of internal resources – through data analysis / class team intervention strategies / SEND provision / pastoral support
- Utilizing the NTP – through academic mentor support
- Utilize Recovery Premium Funding
- School – Led Tutoring Grant

The negative gaps between anticipate targets based upon prior attainment and actual attainment in core subject are reduced.

**Developing the role of the curriculum leader - to ensure that all leaders have an understanding of the curriculum across the school from EY to Y6 with a clear rationale to systematic sequencing.**

**(Continued form last year)**

##### Success criteria:

Review long term subject planning to ensure it meets statutory guidance

Ensure that sequencing has a clear rationale to support curriculum cohesion which is underpinned by a clear knowledge and skills progression

Each curriculum leader will complete a 'deep dive' report (with the support of SLT) evaluating provision and outcomes. For those that have already been involved in a first round progress towards the identified development points will be reviewed as part of the process.

Actions for development will be highlighted within the report and contribute to the SIT action plans

Governors involved in Deep Dives in order to deepen understanding about the curriculum and impact.

The school curriculum will be well planned, to meet the needs of the pupils, with clear benchmarks for knowledge and skills to be identified and be sequenced effectively to support

the pupils to know more, remember more and do more.

Develop strong word recognition and language comprehension to ensure that all pupils make good progress within reading from their starting points **(This will be based upon their previous attainment at end of stage assessment & base line in the Aut 21).**

Success criteria:

Embedded RWI phonics programme from EYs to Y2

Track achievement data for each cohort from starting points:

- % of pupils achieving ARE **is in line or** higher than the target set from prior attainment. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**
- % of pupils achieving GD **is in line or** higher than the target set from prior attainment. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**
- % of pupils achieving ARE in phonics screening test in Y1 is in line with the national average and demonstrates good progress. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**

Develop spelling and vocabulary to ensure that all pupils make good progress in writing from their starting points.

Success criteria:

Embedded RWI phonics programme from EYs to Y2

To embed the comprehensive moderation progress across the school to ensure 'gaps' are identified and addressed.

Track achievement data for each cohort from starting points:

- % of pupils achieving ARE **is in line or** higher than the target set from prior attainment. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**
- % of pupils achieving GD **is in line or** higher than the target set from prior attainment. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**
- % of pupils achieving ARE in phonics screening test in Y1 is in line with the national average and demonstrates good progress. **This could be based on starting points in Aut 21 to show upward trend in the number of pupils getting 'back on track' to attain expected level or higher.**