

Beaver Road Primary School



School Improvement Priorities September 2023 to August 2024

The Context for the School Improvement Priorities

Our vision and values provides the backdrop for our school Improvement.

These are underpinned by the four general principles of the Convention on the Rights of the Child:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

OFSTED use all the available evidence to evaluate what it is to be a child and learner in the School. Inspectors will consider whether the standard of education is good or outstanding. If it is not at least good, they will consider whether it requires improvement or is inadequate. Inspectors will also make graded judgements on the following:

- Overall effectiveness and the four key judgements:
 - the quality of education; behaviour and attitudes; personal development; leadership and management
- Early years education

This School Improvement Priorities document is intended to be a short working document. It is a framework for sustainable progress and has to be accessible to staff, governors, parents and external agencies. It identifies the key priorities for action and improvement 2023 to 2024.

Progress on the actions and their impact are monitored, evaluated and reviewed by our duty bearers:

- The Executive Headteacher, CFOO, Head of School's, Assistant Head of School's and School Leadership Team working collaboratively with School staff
- The Governing Body Standards and Curriculum Committee

The School **Priorities for Action 2023-2024** are:

1. English - writing curriculum and provision

Improve the attainment of ALL pupils in Writing, particularly:

- across KS1 and lower KS2
- at the expected and higher standard across the school
- for disadvantaged pupils

2. Formative assessment, feedback, marking and home learning

Using a deliberate practice approach, review and develop our strategies to ensure these are as effective and efficient as possible in supporting children's progress and outcomes.

3. Wellbeing and behaviour

To continue to promote the importance of mental health and wellbeing and further develop awareness and practices to support wellbeing for ALL members of our school community. In support of wellbeing, review and reinforce behaviour approaches and provision for children with SEND, so they are further embedded and consistent across the whole school.

Following on from last year, the following priorities will continue to be implemented and monitored closely

- **English as an additional language (EAL)**

To develop provision and practice to support increasing numbers of children with EAL across the school.

- **Teaching and learning**

To ensure the highest quality approaches for teaching and learning are embedded and consistent across the whole school.....

- **Reading**

Following on from last year continue to enhance reading provision with a particular focus on home reading.

Action Plans for each of these Priorities will be agreed for September 2023 by the School Leadership Team.

Progress on School Improvement Priorities will be **monitored** by:

- Senior School Leaders (Executive Headteacher, CFOO, Head of School's, Assistant Head of School's)
- Heads of Year, SENDCO and Subject Leaders
- Trust Board and Governing Body Standards and Curriculum Committee
- Trust Board and Governing Body Finance and Resources Committee

Progress on School Improvement Priorities (Action Plans) will be assessed and evaluated through analysis of:

- Attainment data
- Pupil Progress data
- National and local benchmarking data
- Lesson observations
- Planning and work scrutiny
- Performance Management systems
- School Budget reports