

School improvement and development plan (SIDP) September 2019- July 2020

Our vision and values

Our core purpose Believe, Achieve, Succeed

Our Vision

With God as our guide we are committed to:

- Developing curiosity by opening our children's minds to a limitless world of possibilities
- Inspiring, challenging and supporting children to achieve and excel in a nurturing environment
- Building a community through faith, resilience, tolerance and harmony where each individual is valued and will thrive.

Our values are respect, perseverance and kindness

We aim to achieve the best outcomes for all by

- Providing equal opportunities for all pupils.
- Ensuring the highest quality teaching and learning within an environment rich with challenging, creative and inspiring opportunities.
- Helping all children realise their full potential academically, spiritually and socially.
- Maintaining a safe, stable and happy school where the needs of each individual are met and in which everyone values and respects themselves and others.
- Provide a broad, balanced and rich curriculum that prepares pupils to contribute, question and evaluate learning and be prepared for modern life
- Embrace the community and encourage parents to be part of the school's success

Ofsted key judgement	Priority developments
The quality of education	<ol style="list-style-type: none"> 1. Safeguarding: <i>Taking action to enable all children to have the best outcomes</i> 2. Questioning: <i>Targeted questioning is used in combination with formative assessment to encourage greater independence and critical thinking</i> 3. Feedback: <i>Refine approaches to feedback</i> 4. Children: <i>Children develop the consistency to achieve greater depth</i> 5. Quality first teaching: <i>Staff are equipped with the skills and pedagogical knowledge to support all learners; including those with additional and specific needs</i>
Behaviour and attitudes	<ol style="list-style-type: none"> 1. Engagement: <i>Children are engaged with their learning and off-task or disruptive behaviour is minimal</i> 2. Behaviour for learning: <i>A calm, kind, consistent, and reflective approach is consistently implemented across the school</i> 3. Mental health: <i>Supporting the development of resilience across the school community</i>
Personal development	<ol style="list-style-type: none"> 1. School values: <i>To embed the three values of perseverance, kindness, and respect that underpin everything done in school</i> 2. RSE: <i>To introduce the new RSE curriculum as an early-adopter school</i> 3. Ethical leadership: <i>Staff to lead by example and do the right thing, at the right time, for the right reason</i>
Leadership and management	<ol style="list-style-type: none"> 1. Lesson design: <i>Teaching and learning is informed by pedagogical experience</i> 2. Subject leadership: <i>Subject leaders are confident to support the teaching of their subject across year groups</i> 3. Primary Science Quality Mark: <i>To increase children's scientific capital by raising the profile of science and develop staff's subject specific knowledge</i> 4. RE quality mark: <i>To allow children to engage with the big ideas about being human through good quality RE teaching</i>
EYFS education	<ol style="list-style-type: none"> 1. Assessment: <i>Teaching and learning to be planned using comprehensive baseline assessments</i> 2. Interventions: <i>Early identification of children requiring speech and language support</i> 3. Outdoor learning: <i>Develop forest school provision and outdoor learning</i>