

Single Page Summary of School Improvement Performance Profile

School Improvement Summary:

SEND

- To embed the SEND policy and practice as an operational part of whole school approach to SEND.

Curriculum

- To embed intent, implementation and impact throughout the curriculum to ensure that experiences for children are deeply engaging and provide children for their next steps in learning.
- To review the school's current curriculum and ensure the children experience the awe and wonder of the world in which they live through the seven areas of learning.

C&L

- To ensure that all pupils make outstanding progress from their starting points in their language and communication skills.

PSED

- To develop and support children's behaviour and well-being to ensure that they are highly motivated and have consistent positive attitudes to their play and learning.

Reading

- To develop and enhance the way we teach stories and rhymes throughout the school.
- To continue to enhance the recently updated Phonics teaching and learning strategy.

Maths

- To ensure enriched opportunities to develop and improve children's skills by providing challenge for Maths in all areas of provision.

DATA TRACKING SUMMARY 2018-2019

	ENTRY S22-36+	AUTUMN 2 B30-50+	SPRING 2 W30-50+	EXIT S30-50+
17 ASPECTS	5.1%	21.9%	41%	61%
12 ASPECTS	5.5%	23.7%	42.2%	62.3%

DATA TRACKING SUMMARY 2019-2020

	ENTRY S22-36+	AUTUMN 2 B30-50+	SPRING 2 W30-50+	EXIT S30-50+
17 ASPECTS	8.6%			
12 ASPECTS	12.1%			

SEF Priorities: Ofsted inspection September 2014

Ensure that the excellent practice that exists in helping children to make rapid progress in learning through their play is consistently demonstrated by all staff.

Progress:

- All teaching and learning has been judged at least good with an increased percentage consistently outstanding.
- The school demonstrates consistent overall rates of progress and consistent outcomes over time.
- The school identifies specific targeted objectives on the SIP, which have been successfully met each year.
- The consistency and detailed development of half termly pupil progress meetings for T/TAs ensures clear individual accountability for children's progress and a responsibility for the delivery of quality interventions.
- Observations of the quality of adult/child interactions and embedded ECAT/ELKLAN strategies have promoted high quality, consistent practice.
- The school has delivered a range of INSET and attended external training opportunities to support play and interaction.
- The external SIP who has been supporting the Acting Head Teacher has carried out learning walks and observations alongside the Acting Head Teacher.