

St George's Central CE Primary School and Nursery



School Impact Plan 2021/22



At the end of each school year, we reflect upon the previous year, collecting in all our assessment and 'improving learning' information and using feedback from children, staff, parents/carers and governors to investigate the strengths and areas of development for the year ahead. We then develop key priorities for each area of school and set about putting actions in place in order to achieve these via our annual School Impact Plan. We usually have 5 key priorities, with actions to support our improvement in these areas across school. You can see below our 5 priority areas for 2021 – 2022. We have a detailed plan in place in school, for each priority area. For your convenience we have summarised, and listed for you, 3 of the key ways that we are aiming to make positive progress to achieving each key priority this year:

Key Priority 1

Ensure that the implementation of our curriculum is consistent and the quality of education: meets the needs of all learners, continues to have the expected impact, develops long term learning skills and embeds subject knowledge.

In order to develop this priority, we will:

- *Within our curriculum offer, have regular 'Wow moments' and opportunities for children to commit learning to long term memory.
- *Develop opportunities to improve standards in writing and speaking & listening through the raised profile of the teaching of poetry.
- *Ensure consistency with the teaching of early reading and have an agreed phonics approach is in place.



Key Priority 2

Ensure that high expectations for positive behaviour and attitudes to learning are in place, through having a consistency of approach that is known by both children and staff and supports high quality, positive relationships.

In order to develop this priority, we will:

- *Have our 'Consistency approach' booklet in place to promote high expectations with behaviour, attitudes and conduct.
- *Develop our 'Relationships Policy' to support positive behaviours and attitudes with children and staff.
- *Make use of the KS2 'Well-being room' and incorporate 'Everyday Magic' approaches across school.



'Never settle for less than your best'

'Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Key Priority 3

Continue to engage with stakeholders to prioritise and further enhance pupils' character development through provision for mental, physical and SMSC well-being throughout school life including within the curriculum and the community.

In order to develop this priority, we will:

*Establish our list of 50 opportunities for children to experience within school and the community during their life at SGC.

*Give a higher profile to monitoring the social, emotional and mental health needs of pupils through the use of 'Motional'.

*Develop our outdoor provision across school, including the introduction of a 'Forest School'.



Key Priority 4

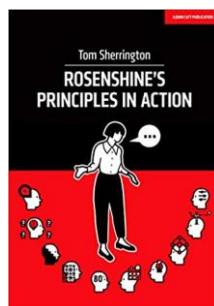
To ensure that leaders have a clear ambitious vision for providing high-quality education for all learners through making use of our excellent facilities and through having consistent, strong, shared values, policies and practices in place to support staff at all levels.

In order to develop this priority, we will:

*Provide high quality induction and CPD opportunities in place, including training for ECTs, staff in new roles and 'NPQ' training.

*Improve teaching and learning through the development and consistent use of our teaching toolkit based on Rosenshine's principles.

*Provide new systems to: improve speaking and listening, be more inclusive and develop parental engagement to support transition.



Key Priority 5

To implement the new EYFS framework, reviewing practice across all Early Years, making any changes needed to our Curriculum delivery.

In order to develop this priority, we will:

*Undertake statutory baseline assessment across all areas of Early Years (including the new statutory Reception baseline).

*Ensure there is an appropriate balance of 'In The Moment Planning', 'Child Initiated Learning' and 'Direct Teaching' in place.

*Adapt Early Years reports to be in line with the new EYFS and compliment the end of year presentations with parents/carers.



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