

# SIP 2023-24: Priority 1

Context
<p>The school had an ungraded inspection in March 2023 and was judged to be 'good declining'; a full inspection in the following academic year is expected to ensure the school is still good. A new headteacher was appointed in April 2023. This school improvement plan was put into effect from 5<sup>th</sup> June 2023; it reflects current priorities of the school identified by school leaders and addresses the key development points identified by Ofsted.</p>
Improvement Priorities
<p><b>1.</b> To develop an empowering, knowledge-rich <b>curriculum</b> that is coherent and well-sequenced, enabling all children to learn more and remember more</p>
<p><b>2.</b> To ensure <b>high quality teaching</b> and learning for all learners that is rooted in proven research, resulting in excellent outcomes</p>
<p><b>3.</b> To develop the use of Carrington <b>values</b> to underpin unwavering high standards of <b>behaviour</b> across school and contribute to an excellent offer of <b>personal development</b></p>
<p><b>4.</b> To ensure that there is a well-organised system for <b>teaching phonics</b>, where sessions are taught with fidelity to the SSP and high-quality teaching is consistent, resulting in excellent outcomes for every child</p>
<p><b>5.</b> To develop an organised, effective <b>learning environment</b> to be proud of, that reflects the school curriculum, promotes high-quality learning and reinforces high expectations</p>

Not actioned / actioned without positive outcome
Actioned but not yet consistent / This is the case in some/most areas
Completed with a positive outcome

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**1. To develop an empowering, knowledge-rich curriculum that is coherent and well-sequenced, enabling all children to learn more and remember more**

**Context:** Leaders have begun to consider the important knowledge and skills that pupils need to achieve as they progress through the school, including in the early years foundation stage. However, leaders have not ensured that this is consistent across all subjects. As a result, not all pupils are acquiring the knowledge and skills that they should. Leaders should ensure that the curriculum sets out precisely what pupils should know and be able to do, in all subjects from the early years to Year 6. A decision was made in April 2023 that the curriculum design process needed to start again.

Key Objectives	Key Milestones			
	<i>By end of Summer 2023</i>	<i>By end of Autumn</i>	<i>By end of Spring</i>	<i>By end of Summer</i>
1.01 To ensure the <b>curriculum purpose and principles</b> are embedded, understood by all and meet the needs of the school community	<ul style="list-style-type: none"> <li>The school has a curriculum purpose that reflects the needs of the community</li> <li>All stakeholders understand the aims of the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Learning environments and subject intents from many areas of the curriculum strongly reflect the purpose and principles of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All subjects strongly reflect the whole-school curriculum</li> <li>Continued sharing with all stakeholders means purpose is becoming embedded</li> </ul>	<ul style="list-style-type: none"> <li>The purpose and principles are embedded across the curriculum, and in extra-curricular activities</li> <li>Pupils are achieving aims set out in mission statement</li> </ul>
1.02 To <b>specify</b> precisely what pupils should know and be able to do	<ul style="list-style-type: none"> <li>Curriculum topics have been identified, guided by purpose, principles and golden threads</li> </ul>	<ul style="list-style-type: none"> <li>Unit plans for a number of curriculum subjects specify the key knowledge children must learn</li> <li>Key vocabulary is specified in each topic</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge organisers for history and geography are in place to reflect key knowledge</li> <li>Children are remembering more key knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are ensuring that children are remembering the key knowledge set out using retrieval and principles of assessment framework (see 1.7)</li> </ul>
1.03 To <b>sequence</b> precisely what pupils should know and be able to do	<ul style="list-style-type: none"> <li>Progression maps set out the learning journey in all subjects</li> <li>Topics are sequenced effectively so children build on prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Unit plans set out how each topic links to previous and upcoming topics</li> <li>Teachers are beginning to make links with prior and subsequent learning explicit</li> <li>Big Ideas in each subject are beginning to thread through the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are explicitly and effectively supporting children to connect knowledge with prior and subsequent learning</li> <li>Children are beginning to recognise learning links</li> </ul>	<ul style="list-style-type: none"> <li>Children's learning is more efficient and meaningful thanks to effective progression</li> <li>Children can talk about how what they have learned in the past is helping them learn new knowledge</li> <li>Children are learning more and remembering more</li> </ul>

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1.04 To develop <b>subject-specific pedagogy</b> that is faithful to different subject disciplines	<ul style="list-style-type: none"> <li>Curriculum leaders are beginning to set out subject-specific pedagogy and lead CPD for staff</li> <li>Subjects are connected to icons, supporting children to 'think like a historian'</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum leaders have all set out subject-specific pedagogy</li> <li>Lessons are beginning to be taught in a way that is faithful to the subject discipline</li> </ul>	<ul style="list-style-type: none"> <li>In some curriculum areas, subjects are becoming unique learning experiences</li> <li>Outcomes in books are reflecting subject-specific pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>With minor inconsistencies, lessons are taught using subject-specific pedagogy</li> <li>Outcomes reflect different disciplines</li> </ul>
1.05 To capitalise on <b>cross-curricular links</b> , building coherence and making learning more efficient	<ul style="list-style-type: none"> <li>A strategy to link reading and writing to the whole-school curriculum is set out</li> <li>An overview of science topics is set out to connect where possible to other topics</li> </ul>	<ul style="list-style-type: none"> <li>Children's reading and writing links to the previous term's curriculum topic</li> <li>A number of subject leads are able to talk about how their subject connects to other curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Children are beginning to use background knowledge to read and write with deeper meaning</li> <li>All adults can talk about deliberate choices made to connect curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li>Children are effectively using background knowledge to read and write with deeper meaning</li> <li>Children can talk about how what they have learned in one subject connects to new learning</li> </ul>
1.06 To embed the <b>golden threads</b> throughout the curriculum	<ul style="list-style-type: none"> <li>The wider school community have participated in identifying golden threads</li> <li>Golden threads are beginning to be used to guide choices around learning environment and curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice, driven by thread of democracy, gives more children an active role in school life</li> <li>Golden threads are beginning to be mapped through the curriculum and referenced in unit plans</li> </ul>	<ul style="list-style-type: none"> <li>Golden threads guide choices around extra-curricular activities and experiences</li> <li>Children can talk about the meaning of each thread at an age-appropriate level</li> <li>Pupil voice is driving school improvement in a number of areas</li> </ul>	<ul style="list-style-type: none"> <li>Children have an increasingly deep knowledge of the golden threads</li> <li>Children experience the golden threads in multiple novel contexts and are able to talk about them at depth</li> <li>Learning environments and curriculum outcomes reflect the golden threads</li> </ul>
1.07 To ensure <b>assessment practices</b> enable teachers to know that children have learnt what has been set out for them to learn	<ul style="list-style-type: none"> <li>Leaders have researched the key ingredients of effective formative assessment</li> <li>Core knowledge is specified (that knowledge which is to be continually assessed)</li> </ul>	<ul style="list-style-type: none"> <li>New school assessment framework is set out and understood by all staff</li> <li>Mantra of 'less knowledge done better' used in curriculum design to enable effective formative assessment address gaps in understanding</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feel unrestrained and empowered to adapt sequences of learning to ensure core knowledge is remembered</li> <li>Effective tracking of assessment means gaps in knowledge are identified and closed</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is manageable and effective in enabling adults to know what children know</li> <li>Adults use assessment to adapt teaching effectively</li> <li>Children are learning and remembering the core knowledge</li> </ul>

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1.08 To develop strong, confident <b>subject leaders</b> who drive improvement effectively	<ul style="list-style-type: none"> <li>All staff have been assigned areas of the curriculum</li> <li>Expectations of each subject have been made clear and timetabled</li> <li>A subject lead pack is being developed to support leads in articulating their areas</li> </ul>	<ul style="list-style-type: none"> <li>With support, subject leads are beginning to articulate a strong intent for their subject</li> <li>Subject leads know what the best looks like in their subject</li> <li>Subject leads are accessing external CPD to develop understanding</li> </ul>	<ul style="list-style-type: none"> <li>Subject leads are supported to effectively monitor outcomes</li> <li>Subject leads use CPD sessions, setting out expectations for their subjects</li> <li>Most subject leads can confidently answer 'deep-dive' level questions</li> </ul>	<ul style="list-style-type: none"> <li>Continuous school improvement is driven by strong subject leads</li> <li>Subject leads are able to review provision, support staff and drive effective implementation</li> <li>All subject leads feel confident to answer 'deep-dive' level questions</li> </ul>
1.09 To implement an ambitious, knowledge-driven curriculum in <b>EY</b>	<ul style="list-style-type: none"> <li>A new lead is in place to drive curriculum design</li> <li>EYFS staff are included in the development of whole school curriculum principles and have a strong understanding of the ambitions for every child when they finish year 6</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge is mapped and deliberately chosen to align with whole-school curriculum, including golden threads</li> </ul>	<ul style="list-style-type: none"> <li>The EY curriculum is being implemented effectively and choices of texts, themes and enhancements reflect the priorities of the whole school curriculum and the needs of the foundation pupils</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of evidence, including the learning environment, pupil voice and curriculum planning show that the EY curriculum is embedded and prepares pupils well for year 1 and beyond</li> </ul>
1.10 To ensure that all children make good or better progress in reading	<ul style="list-style-type: none"> <li>All books are matched accurately to the reading age and ability of pupils</li> <li>New phonics lead and reading lead have an agreed approach to reading across the school</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to learning for bottom 20% are identified and recorded</li> <li>Interventions are in place to enable bottom 20% to make good progress</li> </ul>	<ul style="list-style-type: none"> <li>A whole-school approach to keep-up and catch-up is effective in enabling pupils, including the bottom 20%, to make good progress</li> <li>Interventions are targeted with impact clearly recorded</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are reading consistently at home, pupils can talk about what they are reading and the profile of reading for pleasure is strong across school</li> </ul>

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